DOCUMENT RESUME

ED 324 896 EC 232 630

AUTHOR Valdes, Kathryn A.; And Others
TITLE Youth Categorized as Speech Impaired, Statistical Almanac, Volume 4. The National Longitudinal Transition Study of Special Education Students.
INSTITUTION SRI International, Menlo Park, Calif.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE Jul 90
CONTRACT 300-87-0054
NOTE 286p.; For related documents, see EC 232 627-636.
AVAILABLE FROM SRI International, 333 Ravenswood Ave., Menlo Park, CA 94025-3493 ($24.00).
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS *Educational Practices; *Education Work Relationship; Enrollment; Family Characteristics; Human Services; Longitudinal Studies; *Outcomes of Education; Secondary Education; *Speech Handicaps; Statistical Analysis; Student Characteristics; Student Placement; *Transitional Programs; *Vocational Education; Vocational Evaluation

ABSTRACT

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 588 students with speech impairments (ages 13-21). The study design involved a survey of parents/guardians, examination of school records, and a survey of school programs. The 43 tables describe: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training, life skills); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment). The tables present data by type of community, gender, age in 1987, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study, procedures used to collect information, the sample of youth surveyed, statistical weighting procedures, the generalizability of study results, and caveats to data users. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

ED324896

THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

Statistical Almanac, Volume 4: Youth Categorized as Speech Impaired

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

July 1990

Prepared for:

The Office of Special Education Programs
U.S. Department of Education

Prepared by:

Kathryn A. Valdés
Cynthia L. Williamson
Mary M. Wagner

The National Longitudinal Transition Study of Special Education Students is being conducted by SRI International under Contract 300-87-0054 with the Office of Special Education Programs, U.S. Department of Education.

SRI International

National Longitudinal Transition Study

EC 233630

THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

Statistical Almanac, Volume 4: Youth Categorized as Speech Impaired

July 1990

Prepared for:

The Office of Special Education Programs
U.S. Department of Education

Prepared by:

Kathryn A. Valdés
Cynthia L. Williamson
Mary M. Wagner

The National Longitudinal Transition Study of Special Education Students is being conducted by SRI International under Contract 300-87-0054 with the Office of Special Education Programs, U.S. Department of Education.

SRI International

National Longitudinal Transition Study

CONTENTS

List of Tables 2

Introduction 4

- Purposes of the NLTS and the Statistical Almanac Series 4
- Components of the NLTS 6
- The NLTS Sample 7
- Weighting Procedures and the Population to Which Data Generalize 8
- Estimation of Standard Errors 10
- Caveats to Users of the Data 13

Reference 15

Titles in the NLTS Statistical Almanac Series 15

Descriptive Results 17

Appendix A A-1

Appendix B B-1

LIST OF TABLES

Individual and Household Characteristics of Youth With Speech Impairments

1 Demographic Characteristics of Youth with Speech Impairments
2 Household Characteristics of Youth with Speech Impairments
3 Characteristics of Communities In Which Youth With Speech Impairments Attended School
4 Disability-Related Characteristics of Youth with Speech Impairments
5 Parent Reports of Self-Care Skills of Youth with Speech Impairments
6 Parent Reports of Functional Skills of Youth with Speech Impairments
7 Assistive Devices Used by Youth with Speech Impairments
8 Expectations of Parents/Guardians for Futures of Youth with Speech Impairments

Characteristics of Students' Schools and Educational Programs

9 Types and Grade Levels of Schools Attended by Secondary Students with Speech Impairments
10 Student Enrollment in Schools Attended by Secondary Students with Speech Impairments
11 Staffing Characteristics of Schools Attended by Secondary Students with Speech Impairments
12 Policies of Schools Attended by Secondary Students with Speech Impairments
13 Coordination in Schools Attended by Secondary Students with Speech Impairments
14 Transition Planning in Secondary Schools Attended by Students with Speech Impairments
15 Educational Placements of Students with Speech Impairments in their Most Recent Year in Secondary School
16 Course-taking by Students with Speech Impairments in their Most Recent Year in Secondary School
17 Vocational Education Participation by Students with Speech Impairments in their Most Recent Year in Secondary School

Programs Available to Secondary Students with Speech Impairments

18 Services and Programs Available in Schools Attended by Secondary Students with Speech Impairments
19 Vocational Education Programs Provided by Schools to Secondary Students with Speech Impairments
20 Vocational Assessment/Counseling Provided by Schools to Secondary Students with Speech Impairments
21 Work Adjustment Training Provided by Schools to Secondary Students with Speech Impairments

LIST OF TABLES (concluded)

22 Work Exploration or Work Experience Provided by Schools to Secondary Students with Speech Impairments
23 Job Skills Training Provided by Schools to Secondary Students with Speech Impairments
24 Job Development and Placement Services Provided by Schools to Secondary Students with Speech Impairments
25 Postemployment Services Provided by Schools to Secondary Students with Speech Impairments
26 Life Skills Programs Provided by Schools to Secondary Students with Speech Impairments
27 Services Available in Communities in which Students with Speech Impairments Attended School

Services Received by Youth with Speech Impairments

28 Overview of Services Received by Youth with Speech Impairments
29 Vocational Services Received by Youth with Speech Impairments
30 Personal Counseling/Therapy Received by Youth with Speech Impairments
31 Occupational Therapy/Life Skills Training Received by Youth with Speech Impairments
32 Use of Tutors, Readers, and Interpreters by Youth with Speech Impairments
33 Speech/Language Therapy Received by Youth with Speech Impairments
34 Help with Physical Needs Received by Youth with Speech Impairments
35 Transportation Assistance Received by Youth with Speech Impairments

Youth Outcomes

36 Secondary School Educational Achievements of Youth with Speech Impairments
37 Secondary School Completion of Youth with Speech Impairments
38 Residential Independence of Youth with Speech Impairments
39 Home-Care Independence of Youth with Speech Impairments
40 Financial Independence of Youth with Speech Impairments
41 Social Experiences of Youth with Speech Impairments
42 Postsecondary Education of Youth with Speech Impairments
43 Employment Characteristics of Youth with Speech Impairments

INTRODUCTION

This volume of the statistical almanacs is a compendium of descriptive data from the first wave of data collection of the National Longitudinal Transition Study of Special Education Students (NLTS). It reports on characteristics, experiences, and achievements of youth who were categorized as having speech impairments by the schools or school districts they attended as special education students in the 1985-86 school year. Eight companion volumes provide similar information for youth classified into other disability categories; an overview volume in the series presents data for youth in all 11 federal disability categories.*

To provide a context for understanding the nature of the data reported in the statistical almanacs, the following sections of this introduction describe the procedures used to collect information, the sample of youth on which the study is based, statistical weighting procedures, and the generalizability of study results. As an aid in interpreting the data, the introduction concludes with a discussion of caveats that readers should keep in mind as they use NLTS data. Appendix A provides additional information about selected variables presented in the almanacs that clarifies their interpretation.**

Purposes of the NLTS and the Statistical Almanac Series

The NLTS was mandated by the U.S. Congress in 1983 to provide information to practitioners, policymakers, researchers, and others in the special education community regarding the transition of youth with disabilities from secondary school to early adulthood. The Office of Special Education Programs (OSEP) of the U.S. Department of Education contracted with SRI International to determine a design, develop and field test data collection instruments, and select a sample of students for a study that would meet the congressional mandate. In April 1987, under a separate contract, SRI began the actual study.

In the field of research on youth with disabilities, the NLTS is unique in several respects. For many years, the research base on youth with disabilities has consisted largely of studies of relatively few youth who were in particular disability categories, in a few school districts or a single state, or in a specific educational placement or treatment program. It has been very difficult to paint a broad picture of students from this

---

* All volumes of the statistical almanac series are listed at the conclusion of this introduction.

** Variables discussed in Appendix A include IQ scores; items related to self-care skills, assistive devices receipt of support services; grade point average; and items concerning alterations made to the home, secondary school enrollment and completion status, enrollment in a special school, and participation in occupationally-oriented vocational education.

fragmented research base. With the NLTS, findings are based on a sample that is large and nationally representative. The data presented here were collected in 1987 for a sample of more than 8,000 youth who represent the national population of secondary special education students who were ages 13 to 21 in the 1985-86 school year. The sample permits us to estimate with fairly high precision many of the characteristics of youth with disabilities and their experiences in adolescence and early adulthood. Further, the sample is nationally representative of 1985-86 secondary special education students both as a whole and for those in each of the 11 federal disability categories separately (see the "Descriptive Results" section for definitions of these categories). Therefore, for the first time we know what the transition experiences were for youth with speech impairments, for example, and how they differed from those of youth with orthopedic impairments or multiple handicaps.

The NLTS is also unusual in its longitudinal design. The students for whom data were gathered in 1987 are being retained in the study so that follow-up data can be collected about them in 1990. These follow-up data will enable the estimation of trends in experiences as youth age. For example, we will be able to describe the movement in and out of jobs and in and out of school that often characterizes youth in their early adult years.

Finally, the NLTS is extremely broad in scope, gathering information on a wide range of characteristics, experiences, and outcomes of youth with disabilities, including the following:

- ***Individual and family characteristics*** (e.g., demographics, disability-related characteristics).
- ***Independent functioning*** (e.g., residential independence, financial independence, functional abilities).
- ***Social experiences*** (e.g., belonging to school or community groups, socializing with friends).
- ***School programs*** (e.g., courses taken, support services provided, educational placements).
- ***School characteristics and policies*** (e.g., type of school attended, policies related to mainstreaming, programs available for special education students).
- ***School achievement and completion*** (e.g., grades received, absenteeism, dropout/graduation behaviors).
- ***Employment characteristics*** (e.g., rates of employment, job types and duration, wages).
- ***Postsecondary education participation*** (in vocational schools and 2-year and 4-year colleges).

- ***Services provided by the school and other sources*** (e.g., job training, physical therapy, counseling).

- ***Parental expectations for youth in the areas of education, employment, and independence.***

This breadth of scope provides the most comprehensive picture yet available of youth with disabilities during adolescence and early adulthood.

Many people will be interested in using information from the NLTS for a variety of purposes, and data and findings will be available in a variety of forms. The NLTS project staff from OSEP and SRI will publish reports, papers, and articles on a wide range of topics and offer presentations of findings to many appropriate audiences. However, the richness of the database will support many analyses that are not on the research agenda of the NLTS project itself. For those interested in analyzing the NLTS database to address their own research questions, a data tape and documentation are available for purchase. Others will have questions that can easily be informed by NLTS data without the need for additional computer analyses. The statistical almanacs are intended to satisfy this type of information need.

NLTS data are compiled in the form of statistical almanacs as a way of informing audiences about the breadth of information available from the study. The format of the almanacs is intended to give users a broad understanding of the secondary school and transition experiences of youth with disabilities as a whole and to permit comparative analyses of the experiences and outcomes of youth in each of the 11 federal disability categories. When the NLTS is completed, similar almanacs will report follow-up data, permitting users to identify trends in experiences over time.

Components of the NLTS

The NLTS has several components:

- ***The Parent/Guardian Survey***. In the summer and fall of 1987, parents were interviewed by telephone to determine information on family background and expectations for the youth in the sample, characteristics of the youth, experiences with special services, the youths' educational attainments (including postsecondary education), employment experiences, and measures of social integration. Parents rather than youth were selected as respondents for the first wave of data collection because of the need for family background information and because, with most students still being in secondary school and living at home, parents were believed to be accurate respondents for the issues addressed. This survey will be repeated in 1990, when youth will be interviewed if they are able to respond.

- ***School Record Abstracts***. Information has been abstracted from students' school records for their most recent year in secondary school (either the 1985-86 or 1986-87 school year). This information relates to courses taken, grades

achieved (if in a graded program), placement, related services received from the school, status at the end of the year, attendance, IQ, and experiences with minimum competency testing. School transcripts will be collected in 1990 for youth who have been in secondary school at any time since the 1986-87 school year.

- ***School Program Survey***. Schools attended by sample students in the 1986-87 school year were surveyed for information on enrollment, staffing, programs and related services offered to secondary special education students, policies affecting special education programs and students, and community resources for the disabled.

- ***Explanatory Substudies***. Studies involving subsamples of youth are looking in greater depth at students' secondary school programs, the patterns of transition outcomes achieved by youth who were out of secondary school, and the relationship between school experiences and outcomes. Substudies are ongoing, and data from them are not included in this almanac series.

The NLTS Sample

The NLTS sample was constructed in two stages. A sample of 450 school districts was randomly selected from the universe of approximately 14,000 school districts serving secondary (grade 7 or above) special education students,* which had been stratified by region of the country, a measure of district wealth involving the proportion of students in poverty (Orshansky percentile), and student enrollment. Because not enough districts agreed to participate, a replacement sample of 178 additional districts was selected. More than 80 state-supported special schools serving secondary-age deaf, blind, and deaf-blind students were also invited to participate in the study. A total of 303 school districts and 22 special schools agreed to have their students selected for the study.

Analysis of the potential bias of the district sample indicated no systematic bias that would have an impact on study results when participating districts were compared to nonparticipants on several characteristics of the students served, participation in Vocational Rehabilitation programs, the extent of school-based and community resources for the disabled, the configuration of other education agencies serving district students, and metropolitan status (see Javitz and Wagner, 1990 for more information on the LEA sample). Bias may exist, of course, on factors for which data were not available for such comparisons.

Students were selected from rosters compiled by districts, which were instructed to include all special education students in the 1985-86 school year who were in grades 7

---

* Special education cooperatives and other special service units were not sampled directly (83% of special education students are served directly by school districts; Moore et al., 1988). However, instructions to districts for compiling student rosters asked districts to include on their listing any students sent from their district to such cooperatives or special service units. Despite these instructions, some districts may have underreported students served outside the district.

through 12 or whose birthdays were in 1972 or before, whether or not they were served within the district or outside the district (e.g., in a state-supported residential school). Rosters were stratified into 3 age groups (13 to 15, 16 to 18, over 18) for each of the 11 federal disability categories and youth were randomly selected from each age/disability group so that approximately 800 to 1,000 students were selected in each disability category (with the exception of deaf-blind, for which fewer than 100 students were served in the districts and schools included in the sample).

In part because of the time lapse between sample selection and data collection, many students could not be located at the addresses or telephone numbers provided by the schools. Of the 12,833 students selected for the sample, about one-third could not be reached by telephone for the parent interview. (For more than half of these, addresses and telephone numbers were not provided by the schools/districts from which they were sampled.) This relatively high rate of inability to reach sample members confirmed the importance of including in the NLTS a substudy of nonrespondents to determine whether those who were reached for the telephone interview were a representative sample of the population to which the study was intended to generalize. To identify whether bias existed in the interview sample, interviewers went to 28 school districts with relatively high nonresponse rates to locate and interview in person those who could not be reached by telephone. Of the 554 sought for in-person interviews, 442 were found and interviewed, a response rate of 80%. A comparison of telephone interview respondents with in-person interview respondents showed that the telephone sample underrepresented lower-income households. The sample was reweighted to adjust for that bias, as described in the next section.

Of the 10,369 sampled students for whom addresses or telephone numbers were provided by schools or districts, some portion of the needed data was collected for 84%; the response rates for individual components of the study were as follows:

	N	Response Rate
Parent interview	7619	71%
School records	6241	60
School survey	6672	64

Weighting Procedures and the Population to Which Data Generalize

Youth with disabilities for whom data could be gathered were weighted to represent the U.S. population of special education students in the 1985-86 school year who were in grades 7 through 12 or at least 13 years old. Because it is a sample of students at various ages, the NLTS sample does not generalize to youth who had dropped out of school before that age. For example, the sample of 18-year-olds generalizes to youth

who were 18 and still in secondary school in 1985-86, not to all 18-year-olds with disabilities, many of whom may have left school at an earlier age.

In performing sample weighting, three mutually exclusive groups of sample members were distinguished:

(A) Youth whose parents responded to the telephone interview.

(B) Youth whose parents did not respond to the telephone interview but were interviewed in person.

(C) Youth whose parents did not respond to either the telephone or in-person interview but for whom the we obtained a record abstract.

A major concern in weighting was to determine whether there was a nonresponse bias and to calculate the weights in such a way as to minimize that bias. There was a potential for three types of nonresponse bias:*

(1) Bias due to the inability to locate respondents because they had moved or had nonworking telephone numbers.

(2) Bias due to refusal to complete an interview (only 3% of those available to be interviewed refused).

(3) Bias due to circumstances that made it infeasible to locate or process a student's school record.

Of these three types of nonresponse, the first was believed to be the most important, in terms of both frequency and influence on the analysis. Type 1 bias was also the only type of nonresponse that could be estimated and corrected.

The magnitude of type 1 nonresponse bias was estimated by comparing responses to items available for the three groups of respondents (after adjusting for differences in the frequency with which youth in different disability categories were selected and differences in the size of the LEAs selected). Group A was wealthier, more highly educated, and less likely to be minority than group B. In addition, group A was more likely to have students who graduated from high school than group B or C (which had similar dropout rates). Groups A and B were compared on several additional measures for which data were unavailable for group C. The youth described by the two groups were similar on these additional items, including gender, employment status, pay, functional skills, association with a social group, and length of time since leaving school. Adjusting the weights to eliminate bias in the income distribution eliminated bias in parental educational attainment and ethnic composition, but did not affect differences in

---

* We assumed that nonrespondents who could not be located because LEAs did not provide student names would have chosen to participate at about the same rate as parents in districts in which youth could be identified. The remaining nonrespondents would presumably have been distributed between the three types of nonresponse mentioned above.

dropout rates. It was also determined that groups B and C were large enough that if they were treated the same as group A in the weighting process, the resulting dropout distribution would be approximately correct.

Weighting was accomplished using the following steps:

- Data from groups A and B were used to estimate the income distribution for each disability category that would have been obtained in the absence of type 1 nonresponse bias.
- Respondents from all three groups were combined and weighted up to the universe by disability category. Weights were computed within strata used to select the sample (i.e., LEA size and wealth, student disability category and age).
- Weights from three low-incidence disability categories (deaf, orthopedically impaired, and visually impaired) were adjusted to increase the effective sample size. These adjustments consisted primarily of slightly increasing the weights of students in larger LEAs and decreasing the weights of students in smaller LEAs. Responses before and after these weighting adjustments were nearly identical. In addition, because there were only three deaf/blind youth from medium-size or smaller districts, who had large weights, they were removed from the sample to increase the effective sample size. Thus, NLTS results do not represent the very small number of deaf/blind students in medium-size or smaller LEAs.
- The resulting weights were adjusted so that each disability category exhibited the appropriate income distribution estimated in step 1 above. These adjustments were of modest magnitude (relative to the range of weights within handicapping condition); the weights of the poorest respondents were multiplied by a factor of approximately 1.6 and the weights of the wealthiest respondents were multiplied by a factor of approximately .7.

Estimation of Standard Errors

The tables in the "Descriptive Results" section present data for the full sample of youth with disabilities and for important subgroups, as defined at the beginning of that section. Most of the variables presented in the tables are reported as percentages of youth in the full sample or in the subgroups. In some cases, rather than percentages, the figures refer to means, such as the mean wage earned by employed youth or the mean number of students enrolled in schools attended by youth. Percentages and means are weighted to represent the national population of youth with disabilities and youth in each disability category. However, the percentages and means are only estimates of the actual percentages and means that would be obtained if all youth with disabilities were included in the study. These estimates vary in how closely they approximate the true measures that would be derived from a study of all youth. To aid the reader in determining the precision of the estimates, for each percentage and mean the tables present the approximate standard error and the unweighted number of cases on which the statistic is based.

To determine the precision of a particular percentage or mean, the reader can construct a confidence interval for the estimate by multiplying the standard error by 1.96. The result is the range around the estimate within which the true measure would be found 95 out of 100 times. For example, the NLTS estimates that 88.8% of youth with disabilities attended a comprehensive secondary school during their most recent year in school. The standard error of that estimate, .9, is multiplied by 1.96, letting us assume with 95% confidence that the true rate of attendance at comprehensive secondary schools falls within a range of ±1.8 percentage points, or 87% to 90.6%.

Readers may also want to compare percentages or means for different subgroups to determine, for example, whether the difference in employment rates for males and females with speech impairments is statistically significant. To calculate whether the difference between percentages is statistically significant with 95% confidence (often denoted as $p<.05$), the squared difference between the two percentages of interest is divided by the sum of the two squared standard errors. If this product is larger than 3.84, the difference is significant. Presented as a formula, a difference in percentages is statistically significant at the .05 level if:

$$\frac{(P_1 - P_2)^2}{SE_1^{\,2} + SE_2^{\,2}} > 1.96^2$$

where P_1 and SE_1 are the first percentage and its standard error and P_2 and SE_2 are the second percentage and its standard error.

The standard errors for the NLTS were computed using procedures that differ from standard calculation routines. Such routines assume a simple random sample. However, the NLTS used a stratified cluster sample design, which introduces design effects that reduce the precision of estimates for a sample of a given size, compared with a simple random sample. The design effects within the NLTS affect the precision of estimates to varying degrees for different subpopulations and different variables. Pseudo-replication is widely accepted as a variance estimation technique in the presence of design effects. However, it is not cost-effective for estimating the standard errors of the thousands of variables and subpopulations tabulated in the 10 volumes of the statistical almanacs. Therefore, pseudo-replication was conducted on a limited number of variables to calibrate an approximation formula that is cost- effective for purposes of the almanacs, using the following procedures:

- A set of 25 variables representing the parent interview, school program survey, and record abstract was identified for the purpose of developing a statistical approximation formula; these included 16 nominal variables and 9 continuous variables.

- Standard errors of the weighted means of the selected variables were estimated in two ways. The first procedure involved pseudo- replication. For each variable,

standard errors were calculated for students in each handicap category and for the total sample (300 standard errors) using a partially balanced experimental design specifying how students were to be allocated to 16 half-samples. The sample was split on the basis of the school districts and special schools from which youth were originally sampled. Districts and schools were paired on the basis of enrollment and a measure of poverty, and one member of each pair was assigned to each half-sample. Sample weights for students were computed for each half-sample as if those in the half-sample were the only study participants.

The following formula was used to estimate the standard error of the mean for students in all conditions:

$$\text{Standard error} = [(1/16)\ \Sigma_i\ (M_i - M)^2]^{1/2}$$

where M_i is the mean calculated for students in one of the 16 half- samples), M is the mean response calculated from the full sample, and the summation extends over all 16 half-samples. (Note that responses to questions from the school program survey were attached to the records of students in the responding schools so that means for these items were computed using student weights.)

- The second estimation procedure involved an approximation formula based on an estimate of the effective sample size for each handicap category and the total sample. The sampling efficiency (E) for a group was calculated using the following formula:

$$E = M_w^2/(M_w^2 + S_w^2)$$

where M_w and S_w are the mean and standard deviation of the student weights over all members of the group. The approximation formula for the standard error of the weighted mean of nominal variables is:

$$\text{Standard error} = [P(1-P)/(E \times N)]^{1/2}$$

where P is the full-sample weighted proportion of "yes" responses to a particular question in the group, N is the unweighted number of "yes" or "no" responses to the question in the group, and E is the sampling efficiency of the group. The approximation formula for the standard error of the mean of a continuous variable is:

$$\text{Standard error} = [S^2/(N \times E)]^{1/2}$$

where S^2 is the variance of responses in the group for the continuous variable (computed with frequencies equal to full-sample weights) and N is the unweighted number of respondents to the question in the group. These formulas were used to compute a total of 300 standard errors for the same variables and groups addressed using pseudo-replication.

- To assess the accuracy of the standard errors produced by these formulas, we used scatter plots to compare them with standard errors produced using pseudo-replication. For both nominal and continuous variables, the approximate best fit was a 45 degree line. That is, on average, the formula based on estimates of effective sample size neither systematically overestimated nor underestimated the standard error obtained using pseudo-replication, arguing for use of the more cost-

effective estimation formulas. However, because error remains in the estimates that might result in underestimating the true standard errors in some instances, we took a conservative approach and multiplied the standard errors produced using the estimation formulas by 1.25. The vast majority of the standard errors so obtained were larger than the standard errors obtained by pseudo-replication. Thus, the standard errors included in the almanacs were calculated using the effective sample size estimation formulas and increased by a factor of 1.25.

Caveats to Users of the Data

To minimize the potential that data in the statistical almanacs will be misinterpreted, the user should keep in mind the following considerations.

- ***Estimation of Sampling Errors***. The data tables contain approximate standard errors for means and percentages; the previous section instructs users in how to use them to calculate confidence intervals and to determine whether differences between estimates are statistically significant. Users should interpret data in light of the standard errors. Percentages or means based on subgroups with relatively few cases have a considerably greater margin of error than those based on larger subgroups.

- ***Subgroup Definitions***. The "Descriptive Results" section begins with a definition of the subgroups for which data are reported. Users should be clear about the definition of these groups to avoid misinterpreting the brief labels contained in the tables. Of particular note are the subgroups based on the youth's designated disability. Assignment to a disability category is based on the primary disability designated by the youth's school or district in the 1985-86 school year. Category definitions, assessment methods, and rules of thumb for categorizing students vary widely between states and often between school districts within states. NLTS data should not be interpreted as describing youth who truly had a particular disability, but rather as describing youth who were categorized as having that disability by their school or district. Further, youth who had been institutionalized more than a year are included in the base on which statistics are calculated only for Tables 1, 3, 4, 8, 28 through 35, and 38; they are excluded from other tables because of the skip logic of the interview.

- ***Sources of Data and Data Reliability.*** Each table indicates the source of the data reported in it (e.g., parent interview, school records). The confidence the user places in the data should be based in part on a recognition of their source. The accuracy of parent reports about their adolescent or adult children may vary depending on the subject of an item. For example, parents were expected to be quite accurate reporters of data on family characteristics, but to be less aware of--and, therefore, report less accurately on--the kinds of services their children were provided in school or by other agencies. When two sources of data were available for a given item (e.g., parent reports and school record indications of whether the youth graduated or dropped out), consistency checks were performed. For many variables, a high level of agreement was found; for other items, larger discrepancies were noted. Appendix A presents decision rules used to resolve such discrepancies. However, for most items, only one source of data was available, making it impossible to verify the accuracy of the responses. Specific data items potentially subject to bias are discussed in Appendix A.

- ***Items of a Sensitive Nature***. A few items in the parent interview asked parents to report what they might consider negative behaviors on the part of their children, such as whether the youth had ever been arrested or been fired from a job. The tendency for respondents to give socially acceptable answers to such items raises the question of the accuracy of parent reports for sensitive items. Although there is no objective validation of responses available to the NLTS, several factors suggest that parent reports produced generally valid data for these items: a low level of nonresponse to such items; a reasonably large number of respondents reporting negative behaviors (e.g., parents of 21% of youth who had been out of school 1 to 2 years indicated the youth had been arrested; 32% of exiters from secondary school were reported to have dropped out of school); and strong evidence of construct validity based on observed relationships among variables.

- ***Missing Data***. Missing data result from item nonresponse, the absence of the whole instrument from which an item was taken, or a logical skip of an item because it was inappropriate to a particular respondent (e.g., some items were asked only of parents of youth with particular kinds of disabilities). Missing data of all kinds were eliminated from calculations of percentages and means. Hence, the reported percentages and means are based on those for whom the question was appropriate and who answered the question. The approximate standard errors increase as the sample size decreases, drawing the user's attention to statistics that are based on particularly small samples.

REFERENCES

Javitz, H. and Wagner, M. (1990). *National Longitudinal Transition Study of Special Education Students: Report on Sample Design and Limitations, Wave 1 (1987).* Menlo Park, CA: SRI International.

Moore, M., et al. (1988). *Patterns in Special Education Service Delivery and Cost.* Washington, DC: Decision Resources Corp.

TITLES IN THE NLTS STATISTICAL ALMANAC SERIES

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 1: Overview.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 2: Youth Categorized as Learning Disabled.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 3: Youth Categorized as Emotionally Disturbed.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 4: Youth Categorized as Speech Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 5: Youth Categorized as Mentally Retarded.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 6: Youth Categorized as Visually Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 7: Youth Categorized as Hearing Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 8: Youth Categorized as Orthopedically Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 9: Youth Categorized as Other Health Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 10: Youth Categorized as Multiply Handicapped.

DESCRIPTIVE RESULTS

This section of the statistical almanac presents data related to special education students categorized by the school or district they attended in the 1985-86 school year as having speech impairments. This category is defined as youth having communication disorders, such as stuttering, impaired articulation, language or voice impairments, that adversely affect educational performance. The tables describe:

- Youths' individual and household characteristics
- Characteristics of students' schools and educational programs
- Programs available to secondary students with disabilities
- Services received by youth with disabilities
- Youth outcomes.

Each table in the volume has two parts. Part A presents data for the entire appropriate full of youth categorized as having speech impairments and for youth with speech impairments in the following subgroups:

- ***Community***. The type of community in which the youth last attended secondary school, based on Department of Commerce definitions of metropolitan statistical areas (MSAs), is described as urban (central city within an MSA), suburban (area surrounding a central city with an MSA), or rural (areas outside MSAs).

- ***Gender.*** Youth are distinguished as male or female on the basis of parent reports, school rosters, or, in the absence of these sources, inference from the student's name (for a minimal number of cases).

- ***Age in 1987***. Youth are categorized by age as 15 or 16, 17 or 18, or 19 or older on the basis of birthdates provided by schools or parents.

- ***School status***. Using parent and school reports*, youth are categorized as:

  - ***In-school***. Enrolled in secondary school in the 1985-86 school year and still enrolled in secondary school at the time of the parent interview.

  - ***Out 1 Year or Less.*** Enrolled in secondary school in the 1985-86 school year, and enrolled in secondary school at some time in the year before the parent interview, but no longer enrolled at the time of the interview. These youth include dropouts and completers of the 1986-87 school year.

* See Appendix A for more detailed information on construction of the school status variable.

- ***Out 1 to 2 Years.*** Enrolled in secondary school in the 1985-86 school year, not enrolled in secondary school at the time of the parent interview, and not enrolled at any time in the year before the interview. These youth include dropouts and completers of the 1985-86 school year.

Part B presents data for youth with speech impairments in the following subgroups:

- ***Household income.*** Youth are distinguished as to whether parents reported the annual 1986 household income before taxes as less than $12,000, $12,000 to $24,999, or $25,000 or more.

- ***Ethnicity***. Using parent reports, youth are categorized as Black, White, or Hispanic. Youth from other ethnic backgrounds (e.g., Asian, Alaskan native) are too few to distinguish as a separate category.

- ***Head of household education.*** Using parent reports, youth are distinguished according to whether the head of household did not complete high school, was a high school graduate with no college training, or had some college education or a college or graduate degree.

Note that many items in the almanacs permitted more than one response so that percentages often will not add to 100%. Sample sizes vary among tables for the same group because of differing response rates for items taken from different instruments. Also, the sample sizes for subgroups may not sum to the sample size in the total column because of missing values for the variables used to define the subgroups. Some items refer only to specific subgroups (e.g., grade point average for students receiving grades). Appendix B contains data tables that present the size of these subgroups (e.g., the weighted percentage and unweighted number of students who received grades). Statistics based on subgroups of fewer than 15 respondents are omitted. Standard errors are in parentheses.

Statistical Tables

Table 1A: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH SPEECH IMPAIRMENTS

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of youth:												
15 or 16 years old	48.7	40.8	44.4	59.1	46.7	51.5	100	0.0	0.0	62.5	13.4	8.9
	(3.0)	(5.2)	(5.4)	(5.8)	(3.9)	(4.9)	(0.0)	(0.0)	(0.0)	(3.7)	(4.5)	(4.3)
17 or 18 years old	33.1	36.7	43.4	22.7	33.2	32.8	0.0	100	0.0	32.4	49.6	11.9
	(2.9)	(5.1)	(5.4)	(5.0)	(3.7)	(4.6)	(0.0)	(0.0)	(0.0)	(3.5)	(6.7)	(4.9)
19 to 21 years old	17.7	22.3	11.7	18.1	19.4	15.4	0.0	0.0	97.2	5.0	36.7	77.1
	(2.3)	(4.4)	(3.5)	(4.6)	(3.1)	(3.5)	(0.0)	(0.0)	(1.7)	(1.7)	(6.4)	(6.4)
More than 21 years old	0.5	0.3	0.5	0.0	0.7	0.3	0.0	0.0	2.8	0.1	0.3	2.2
	(0.4)	(0.6)	(0.8)	(0.0)	(0.6)	(0.5)	(0.0)	(0.0)	(1.7)	(0.2)	(0.7)	(2.2)
Number of respondents	588	200	171	136	355	230	192	199	197	339	129	108
Average age	16.9	17.2	16.8	16.6	17.0	16.8	15.5	17.4	19.6	16.3	18.1	19.1
	(0.1)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	(0.0)	(0.1)	(0.1)	(0.1)	(0.2)	(0.2)
Number of respondents	588	200	171	136	355	230	192	199	197	339	129	108
Percentage who were male	59.5	66.3	62.8	54.4	100	0.0	57.1	59.8	65.3	58.3	65.7	60.9
	(3.0)	(5.0)	(5.3)	(6.0)	(0.0)	(0.0)	(4.7)	(5.1)	(5.0)	(3.7)	(6.3)	(7.4)
Number of respondents	585	199	171	134	355	230	191	197	197	338	129	108
Percentage who were:												
Black, not Hispanic	28.0	40.5	24.2	12.0	28.2	27.8	30.7	23.5	28.5	28.0	25.7	32.5
	(3.0)	(5.5)	(5.1)	(4.5)	(3.9)	(4.8)	(4.8)	(4.9)	(5.2)	(3.6)	(6.7)	(8.1)
White, not Hispanic	54.2	35.9	65.4	71.0	54.5	53.7	51.7	56.3	57.2	53.9	64.1	41.6
	(3.3)	(5.4)	(5.6)	(6.2)	(4.3)	(5.3)	(5.2)	(5.8)	(5.7)	(4.0)	(7.4)	(8.5)
Hispanic	14.2	21.1	6.9	16.1	15.1	13.0	14.1	17.7	8.7	15.8	8.4	11.0
	(2.3)	(4.6)	(3.0)	(5.1)	(3.1)	(3.6)	(3.6)	(4.5)	(3.2)	(2.9)	(4.3)	(5.4)
American Indian/Alaskan Native	0.8	0.6	0.8	0.9	0.6	1.0	0.5	1.3	0.5	0.9	0.0	1.0
	(0.6)	(0.8)	(1.0)	(1.3)	(0.7)	(1.1)	(0.7)	(1.3)	(0.9)	(0.8)	(0.0)	(1.8)
Asian/Pacific Islander	2.4	1.7	2.7	0.0	1.6	3.7	2.2	1.2	5.0	1.0	1.9	13.9
	(1.0)	(1.0)	(1.9)	(0.0)	(1.1)	(2.0)	(1.5)	(1.3)	(2.5)	(0.8)	(2.1)	(6.0)
Other	0.3	1.2	0.0	0.0	0.0	0.8	0.7	0.0	0.0	0.5	0.0	0.0
	(0.4)	(1.2)	(0.0)	(0.0)	(0.0)	(1.0)	(0.9)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)
Number of respondents	490	179	147	103	294	196	163	157	170	296	103	89
Percentage who spoke at home:												
English	93.4	96.3	99.0	92.1	95.6	90.3	92.1	95.3	93.9	94.6	94.1	83.4
	(1.7)	(2.1)	(1.2)	(3.8)	(1.8)	(3.2)	(2.8)	(2.5)	(2.8)	(1.8)	(3.7)	(6.6)
Another spoken language	5.2	2.2	1.0	7.9	2.9	8.6	6.7	3.6	4.0	4.2	5.2	13.5
	(1.5)	(1.7)	(1.2)	(3.8)	(1.5)	(3.1)	(2.6)	(2.2)	(2.3)	(1.6)	(3.4)	(6.1)
No spoken language	1.4	1.5	0.0	0.0	1.5	1.1	1.2	1.1	2.1	1.3	0.7	3.1
	(0.8)	(1.4)	(0.0)	(0.0)	(1.1)	(1.2)	(1.1)	(1.3)	(1.7)	(0.9)	(1.3)	(3.1)
Number of respondents	477	178	143	98	288	189	158	151	168	289	102	86

Source: Parent interviews.

Table 1B: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH SPEECH IMPAIRMENTS

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth:									
15 or 16 years old	49.1	61.4	43.1	54.8	47.7	49.5	52.2	57.4	43.5
	(6.7)	(6.0)	(5.4)	(6.2)	(4.5)	(9.1)	(5.3)	(6.5)	(6.4)
17 or 18 years old	33.9	23.1	34.0	26.3	32.6	39.2	28.5	27.3	36.1
	(6.3)	(5.2)	(5.2)	(5.4)	(4.3)	(8.9)	(4.8)	(5.8)	(6.2)
19 to 21 years old	16.8	15.0	22.3	18.7	19.1	11.1	19.0	14.7	20.0
	(5.0)	(4.4)	(4.5)	(4.8)	(3.6)	(5.7)	(4.2)	(4.6)	(5.2)
More than 21 years old	0.2	0.5	0.6	0.3	0.6	0.3	0.4	0.5	0.5
	(0.5)	(0.9)	(0.8)	(0.6)	(0.7)	(0.9)	(0.6)	(0.9)	(0.9)
Number of respondents	116	135	178	143	265	63	189	130	135
Average age	16.9	16.5	17.0	16.8	16.9	16.7	16.8	16.6	17.0
	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)
Number of respondents	116	135	178	143	265	63	189	130	135
Percentage who were male	55.2	64.6	59.2	59.4	59.3	62.4	59.5	68.6	45.5
	(6.6)	(5.9)	(5.4)	(6.1)	(4.5)	(8.9)	(5.2)	(6.1)	(6.4)
Number of respondents	116	135	178	143	265	63	189	130	135
Percentage who were:									
Black, not Hispanic	46.2	26.7	10.5	100	0.0	0.0	34.9	29.6	16.5
	(6.6)	(5.5)	(3.3)	(0.0)	(0.0)	(0.0)	(5.1)	(6.0)	(4.8)
White, not Hispanic	32.5	49.7	80.3	0.0	100	0.0	40.9	59.7	66.1
	(6.2)	(6.2)	(4.3)	(0.0)	(0.0)	(0.0)	(5.2)	(6.4)	(6.1)
Hispanic	16.8	21.7	4.5	0.0	0.0	100	21.7	9.0	8.7
	(5.0)	(5.1)	(2.3)	(0.0)	(0.0)	(0.0)	(4.4)	(3.7)	(3.6)
American Indian/Alaskan Native	0.0	0.0	1.7	0.0	0.0	0.0	0.0	1.1	2.1
	(0.0)	(0.0)	(1.4)	(0.0)	(0.0)	(0.0)	(0.0)	(1.3)	(1.9)
Asian/Pacific Islander	3.4	1.9	3.0	0.0	0.0	0.0	2.5	0.7	5.1
	(2.4)	(1.7)	(1.9)	(0.0)	(0.0)	(0.0)	(1.7)	(1.1)	(2.8)
Other	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.5
	(1.4)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.5)
Number of respondents	116	135	178	143	265	63	189	130	135
Percentage who spoke at home:									
English	87.8	93.2	99.5	95.7	98.6	76.0	91.8	97.6	91.6
	(4.4)	(3.1)	(0.8)	(2.6)	(1.1)	(8.1)	(2.9)	(2.0)	(3.6)
Another spoken language	10.1	6.3	0.0	0.0	1.1	24.0	7.4	1.8	6.5
	(4.0)	(3.0)	(0.0)	(0.0)	(1.0)	(8.1)	(2.8)	(1.8)	(3.2)
No spoken language	2.1	0.5	0.5	4.3	0.3	0.0	0.8	0.6	1.9
	(1.9)	(0.8)	(0.8)	(2.6)	(0.5)	(0.0)	(1.0)	(1.0)	(1.8)
Number of respondents	116	134	177	140	259	59	186	129	135

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH SPEECH IMPAIRMENTS

Characteristics of Households	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in households with:												
A single parent	42.2	47.5	42.8	33.5	42.2	42.2	41.2	50.1	32.1	42.1	46.2	37.6
	(3.4)	(5.7)	(6.1)	(6.8)	(4.4)	(5.5)	(5.2)	(6.2)	(5.3)	(4.1)	(7.7)	(8.8)
Neither natural parent	6.4	5.4	6.8	2.0	4.6	9.1	3.2	6.0	15.4	3.6	10.7	23.2
	(1.8)	(2.7)	(3.1)	(2.0)	(1.9)	(3.4)	(2.0)	(3.0)	(4.5)	(1.6)	(5.1)	(8.7)
Other disabled children	19.0	23.1	18.9	13.1	16.7	22.2	20.4	13.2	24.2	19.3	18.1	17.7
	(2.7)	(4.9)	(4.8)	(4.8)	(3.3)	(4.6)	(4.3)	(4.2)	(5.1)	(3.3)	(6.1)	(7.0)
Disabled head of household	13.0	12.3	11.8	12.2	12.9	13.2	14.4	11.4	12.0	10.9	16.5	24.9
	(2.4)	(3.8)	(4.0)	(4.8)	(3.0)	(3.8)	(3.7)	(4.0)	(3.9)	(2.6)	(6.0)	(7.9)
Number of respondents	427	162	135	92	263	164	143	135	149	266	92	68
Average number of children in household	2.6	2.6	2.7	2.4	2.6	2.6	2.7	2.4	2.5	2.6	2.6	2.5
	(0.1)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	(0.2)
Number of respondents	457	168	136	96	275	182	156	140	161	278	97	82
Percentage with head of household with highest education being:												
Some high school	46.1	40.9	44.5	49.2	46.8	44.9	46.7	43.6	48.3	44.5	51.3	51.4
	(3.5)	(5.7)	(6.1)	(7.2)	(4.4)	(5.6)	(5.3)	(6.2)	(5.7)	(4.2)	(7.7)	(9.1)
High school diploma	28.3	29.9	24.7	32.0	33.2	21.4	31.6	25.7	23.4	30.7	20.9	19.8
	(3.1)	(5.3)	(5.3)	(6.7)	(4.2)	(4.6)	(5.0)	(5.5)	(4.8)	(3.9)	(6.3)	(7.3)
Some college or 2-year degree	13.0	16.5	11.5	11.4	10.1	17.1	12.3	14.4	12.5	13.0	13.0	12.8
	(2.3)	(4.3)	(3.9)	(4.6)	(2.7)	(4.2)	(3.5)	(4.4)	(3.8)	(2.8)	(5.2)	(6.1)
4-year college degree or more	12.7	12.7	19.3	7.3	9.9	16.6	9.4	16 3	15.9	11.9	14.8	16.0
	(2.3)	(3.8)	(4.9)	(3.7)	(2.7)	(4.2)	(3.1)	(4.6)	(4.2)	(2.7)	(5.5)	(6.7)
Number of respondents	454	167	135	95	273	181	155	139	160	275	97	82

Source: Parent interviews.

Table 2B: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH SPEECH IMPAIRMENTS

Characteristics of Households	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in households with:									
A single parent	70.3	37.0	13.3	65.3	29.9	46.3	45.9	43.1	34.3
	(6.1)	(6.0)	(3.7)	(6.1)	(4.3)	(9.5)	(5.3)	(6.5)	(6.1)
Neither natural parent	6.3	4.2	4.5	3.5	6.4	2.8	6.3	2.6	6.1
	(3.5)	(2.6)	(2.3)	(2.6)	(2.3)	(3.3)	(2.8)	(2.1)	(3.1)
Other disabled children	27.4	17.2	11.3	26.5	18.5	9.4	25.2	11.9	13.1
	(5.9)	(4.7)	(3.5)	(5.6)	(3.7)	(5.5)	(4.6)	(4.2)	(4.4)
Disabled head of household	18.0	11.3	6.5	11.9	12.0	15.7	20.9	6.7	6.9
	(5.1)	(3.9)	(2.7)	(4.1)	(3.1)	(6.9)	(4.4)	(3.3)	(3.3)
Number of respondents	99	122	173	112	240	54	162	124	132
Average number of children in household	2.7	2.8	2.4	2.9	2.4	2.6	2.9	2.4	2.3
	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.3)	(0.2)	(0.2)	(0.2)
Number of respondents	116	135	178	136	244	58	189	130	135
Percentage with head of household with highest education being:									
Some high school	64.3	47.8	17.2	56.1	35.8	67.7	100	0.0	0.0
	(6.4)	(6.2)	(4.1)	(6.4)	(4.6)	(8.9)	(0.0)	(0.0)	(0.0)
High school diploma	25.6	33.2	30.1	29.2	32.1	17.3	0.0	100	0.0
	(5.8)	(5.8)	(5.0)	(5.8)	(4.4)	(7.2)	(0.0)	(0.0)	(0.0)
Some college or 2-year degree	7.2	15.1	18.6	11.4	15.0	10.7	0.0	0.0	50.6
	(3.4)	(4.4)	(4.3)	(4.1)	(3.4)	(5.9)	(0.0)	(0.0)	(6.4)
4-year college degree or more	2.9	3.9	34.0	3.4	17.1	4.3	0.0	0.0	49.4
	(2.2)	(2.4)	(5.2)	(2.3)	(3.6)	(3.9)	(0.0)	(0.0)	(6.4)
Number of respondents	115	135	177	135	242	58	189	130	135

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Characteristics of Households	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in household with 1986 annual income:												
Less than $12,000	37.1	40.0	33.5	30.3	34.5	41.0	35.2	42.1	34.5	37.1	32.7	43.8
	(3.5)	(5.8)	(6.1)	(6.8)	(4.3)	(5.8)	(5.2)	(6.4)	(5.6)	(4.2)	(7.5)	(9.6)
$12,000 to $24,999	33.6	30.1	29.5	41.7	36.5	29.3	39.8	25.9	28.5	34.0	38.3	24.2
	(3.4)	(5.4)	(5.9)	(7.3)	(4.4)	(5.3)	(5.4)	(5.7)	(5.3)	(4.1)	(7.8)	(8.3)
$25,000 to $37,999	13.4	17.3	9.9	16.7	15.3	10.6	13.7	12.2	14.4	14.0	9.7	13.2
	(2.5)	(4.4)	(3.9)	(5.6)	(3.3)	(3.6)	(3.8)	(4.2)	(4.2)	(3.0)	(4.8)	(6.6)
$38,000 to $50,000	7.4	7.7	11.8	5.0	7.3	7.7	7.0	6.7	10.0	7.5	6.4	8.6
	(1.9)	(3.1)	(4.2)	(3.3)	(2.4)	(3.1)	(2.8)	(3.2)	(3.5)	(2.3)	(3.9)	(5.4)
More than $50,000	8.5	4.9	15.3	6.4	6.4	11.5	4.3	13.1	12.6	7.5	12.9	10.3
	(2.0)	(2.5)	(4.6)	(3.6)	(2.2)	(3.7)	(2.2)	(4.4)	(3.9)	(2.3)	(5.4)	(5.9)
Number of respondents	425	160	125	89	259	166	147	128	150	261	90	74
Percentage in households that received:												
Social Security Disability Income	8.5	12.5	5.2	8.3	10.0	6.4	4.8	11.3	13.9	7.0	15.3	10.7
	(1.9)	(3.8)	(2.7)	(4.0)	(2.7)	(2.7)	(2.3)	(3.9)	(4.1)	(2.2)	(5.5)	(5.4)
Social Security survivors benefits	9.2	6.8	11.0	11.0	8.7	9.9	8.1	10.1	10.9	9.6	10.7	4.5
	(2.0)	(2.9)	(3.9)	(4.5)	(2.5)	(3.3)	(2.9)	(3.7)	(3.7)	(2.5)	(4.8)	(3.7)
Supplemental Security Income	12.1	16.2	10.3	9.7	10.8	13.8	9.7	13.3	16.7	12.3	12.8	9.1
	(2.3)	(4.3)	(3.8)	(4.2)	(2.8)	(3.8)	(3.2)	(4.2)	(4.4)	(2.8)	(5.1)	(5.1)
Medicaid or equivalent	20.6	25.6	12.7	21.2	19.9	21.5	18.3	25.4	19.1	22.1	19.0	10.6
	(2.8)	(5.1)	(4.1)	(5.8)	(3.5)	(4.5)	(4.1)	(5.3)	(4.6)	(3.5)	(6.1)	(5.4)
Aid to Families with Dependent Children	10.0	13.8	6.2	9.5	8.4	12.2	9.4	13.1	6.3	11.2	5.9	5.9
	(2.1)	(4.0)	(3.0)	(4.2)	(2.5)	(3.6)	(3.1)	(4.1)	(2.9)	(2.6)	(3.6)	(4.1)
Public assistance	8.0	11.5	5.8	7.0	7.5	8.6	6.2	11.4	7.0	8.4	4.8	8.9
	(1.9)	(3.7)	(2.9)	(3.6)	(2.3)	(3.1)	(2.6)	(3.9)	(3.0)	(2.3)	(3.3)	(5.0)
Food stamps	23.7	25.5	18.6	20.9	22.1	26.0	22.1	27.3	22.3	24.2	26.3	16.3
	(2.9)	(5.1)	(4.8)	(5.8)	(3.7)	(4.8)	(4.4)	(5.4)	(4.9)	(3.6)	(6.8)	(6.5)
Other benefits	11.9	12.6	9.2	14.0	12.8	10.7	12.1	12.7	10.1	12.3	12.4	8.5
	(2.2)	(3.8)	(3.6)	(4.9)	(3.0)	(3.4)	(3.5)	(4.1)	(3.5)	(2.7)	(5.1)	(4.9)
None of these benefits	56.2	53.1	60.8	58.3	56.7	55.5	60.2	50.7	54.0	56.0	52.6	63.0
	(3.4)	(5.7)	(6.0)	(7.0)	(4.4)	(5.5)	(5.2)	(6.1)	(5.8)	(4.1)	(7.6)	(8.4)
Number of respondents	449	166	134	92	270	179	151	139	156	272	95	79

Source: Parent interviews.

Table 2B: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Characteristics of Households	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in household with 1986 annual income:									
Less than $12,000	100	0.0	0.0	58.7	23.2	41.9	52.8	32.6	14.5
	(0.0)	(0.0)	(0.0)	(6.5)	(4.2)	(9.6)	(5.6)	(6.2)	(4.7)
$12,000 to $24,999	0.0	100	0.0	30.6	32.0	49.0	35.7	38.3	24.8
	(0.0)	(0.0)	(0.0)	(6.1)	(4.6)	(9.8)	(5.4)	(6.5)	(5.8)
$25,000 to $37,999	0.0	0.0	45.7	8.6	18.7	2.6	7.8	17.4	18.7
	(0.0)	(0.0)	(5.5)	(3.7)	(3.9)	(3.1)	(3.0)	(5.0)	(5.2)
$38,000 to $50,000	0.0	0.0	25.4	1.9	12.5	1.9	1.8	8.6	15.8
	(0.0)	(0.0)	(4.8)	(1.8)	(3.3)	(2.6)	(1.5)	(3.7)	(4.9)
More than $50,000	0.0	0.0	28.9	0.3	13.6	4.6	1.8	3.1	26.2
	(0.0)	(0.0)	(5.0)	(0.7)	(3.4)	(4.1)	(1.5)	(2.3)	(5.9)
Number of respondents	116	135	174	129	224	55	173	125	125
Percentage in households that received:									
Social Security Disability Income	12.2	9.0	3.9	6.7	6.9	18.2	12.0	4.7	6.6
	(4.4)	(3.6)	(2.1)	(3.2)	(2.4)	(7.4)	(3.5)	(2.8)	(3.2)
Social Security survivors benefits	14.6	10.6	2.2	8.4	10.0	9.9	15.4	6.1	2.1
	(4.7)	(3.9)	(1.6)	(3.6)	(2.9)	(5.7)	(3.9)	(3.2)	(1.9)
Supplemental Security Income	19.0	11.5	2.2	16.7	7.8	19.3	18.4	5.8	6.8
	(5.2)	(4.0)	(1.6)	(4.7)	(2.6)	(7.6)	(4.1)	(3.1)	(3.3)
Medicaid or equivalent	43.0	11.8	3.5	32.7	12.2	26.1	27.8	16.3	10.8
	(6.6)	(4.0)	(2.0)	(6.0)	(3.1)	(8.4)	(4.8)	(4.9)	(4.0)
Aid to Families with Dependent Children	22.9	4.6	0.6	20.6	3.5	12.2	9.9	12.9	7.0
	(5.6)	(2.6)	(0.8)	(5.1)	(1.7)	(6.2)	(3.2)	(4.4)	(3.3)
Public assistance	21.7	0.7	0.0	15.5	4.6	6.4	10.8	8.2	2.2
	(5.5)	(1.1)	(0.0)	(4.6)	(2.0)	(4.6)	(3.3)	(3.6)	(1.9)
Food stamps	50.0	18.8	0.1	41.9	12.7	30.1	33.5	23.1	6.9
	(6.7)	(4.8)	(0.3)	(6.3)	(3.2)	(8.7)	(5.0)	(5.5)	(3.3)
Other benefits	15.6	8.8	6.2	13.9	11.0	14.2	12.0	14.6	8.8
	(4.8)	(3.5)	(2.6)	(4.4)	(3.0)	(6.7)	(3.5)	(4.6)	(3.6)
None of these benefits	29.3	59.8	85.2	43.0	64.6	48.3	43.3	58.9	75.0
	(6.1)	(6.1)	(3.9)	(6.3)	(4.5)	(9.5)	(5.3)	(6.4)	(5.6)
Number of respondents	114	133	176	134	239	57	183	127	133

Source: Parent interviews

Table 3A: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH SPEECH IMPAIRMENTS ATTENDED SECONDARY SCHOOL

Community Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage who attended school in area that was:												
Urban	30.3	100	0.0	0.0	33.1	26.3	25.5	32.6	39.4	29.5	35.8	30.6
	(3.0)	(0.0)	(0.0)	(0.0)	(3.9)	(4.6)	(4.4)	(5.1)	(5.7)	(3.6)	(6.7)	(7.7)
Suburban	34.8	0.0	100	0.0	36.0	33.3	31.9	44.2	24.4	35.7	31.0	34.1
	(3.1)	(0.0)	(0.0)	(0.0)	(4.0)	(4.9)	(4.7)	(5.4)	(5.0)	(3.8)	(6.5)	(7.9)
Rural	34.9	0.0	0.0	100	30.9	40.4	42.6	23.2	36.3	34.7	33.2	35.3
	(3.1)	(0.0)	(0.0)	(0.0)	(3.8)	(5.1)	(5.0)	(4.6)	(5.6)	(3.8)	(6.6)	(8.0)
Number of respondents	507	200	171	136	310	194	170	177	160	310	117	74
Percentage unemployed in county in which youth attended school	8.2	7.2	6.8	10.6	8.0	8.6	8.9	7.5	7.8	8.4	8.0	7.7
	(0.2)	(0.2)	(0.3)	(0.5)	(0.3)	(0.4)	(0.4)	(0.3)	(0.3)	(0.3)	(0.4)	(0.5)
Number of respondents	588	200	171	136	355	230	192	199	197	339	129	108
Average monthly salary for service occupations in county in which youth attended school	1491	1673	1571	1224	1509	1465	1445	1534	1534	1479	1529	1515
	(16.9)	(23.2)	(26.0)	(15.8)	(21.7)	(27.1)	(25.8)	(28.0)	(30.8)	(20.7)	(38.5)	(43.7)
Number of respondents	588	200	171	136	355	230	192	199	197	339	129	108

Source: Bureau of Labor Statistics.

32

Table 3B: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH SPEECH IMPAIRMENTS ATTENDED SECONDARY SCHOOL

Community Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended school in area that was:									
Urban	39.0	30.3	31.2	52.0	20.6	48.0	30.0	34.2	36.4
	(7.1)	(6.1)	(5.2)	(6.8)	(3.8)	(9.6)	(5.2)	(6.6)	(6.5)
Suburban	33.2	30.2	41.0	33.1	40.0	16.7	34.8	30.1	40.8
	(6.9)	(6.1)	(5.5)	(6.4)	(4.6)	(7.1)	(5.4)	(6.3)	(6.6)
Rural	27.8	39.5	27.8	14.8	39.4	35.3	35.2	35.7	22.8
	(6.5)	(6.5)	(5.0)	(4.9)	(4.6)	(9.2)	(5.4)	(6.6)	(5.7)
Number of respondents	94	115	167	116	245	57	162	113	122
Percentage unemployed in county in which youth attended school	8.6	8.8	6.8	7.6	8.0	10.6	8.9	8.0	7.3
	(0.5)	(0.5)	(0.3)	(0.3)	(0.3)	(1.1)	(0.4)	(0.4)	(0.5)
Number of respondents	116	135	178	143	265	63	189	130	135
Average monthly salary for service occupations in county in which youth attended school	1479	1484	1559	1538	1455	1556	1458	1458	1626
	(35.5)	(37.0)	(29.3)	(29.2)	(25.6)	(54.1)	(28.9)	(32.9)	(37.2)
Number of respondents	116	135	178	143	265	63	189	130	135

Source: Bureau of Labor Statistics.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH SPEECH IMPAIRMENTS

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with an additional disability that was:												
Learning disability	3.4	3.7	1.7	4.2	3.5	3.2	1.6	3.8	7.5	2.4	7.8	4.0
	(1.1)	(2.0)	(1.4)	(2.4)	(1.4)	(1.7)	(1.2)	(2.0)	(2.8)	(1.2)	(3.6)	(3.0)
Emotional disturbance	1.0	0.7	0.4	2.0	1.5	0.3	1.2	0.9	0.5	1.0	2.0	0.0
	(0.6)	(0.9)	(0.6)	(1.7)	(1.0)	(0.5)	(1.1)	(1.0)	(0.8)	(0.7)	(1.9)	(0.0)
Speech impairment	---	---	---	---	---	---	---	---	---	---	---	---
Mental retardation	6.0	4.7	3.4	10.0	5.0	7.6	7.5	3.4	7.1	5.7	7.7	6.9
	(1.4)	(2.2)	(2.0)	(3.6)	(1.7)	(2.6)	(2.5)	(1.9)	(2.7)	(1.8)	(3.6)	(3.9)
Visual impairment	0.1	0.0	0.2	0.0	0.1	0.0	0.0	0.2	0.0	0.0	0.0	0.5
	(0.1)	(0.0)	(0.5)	(0.0)	(0.2)	(0.0)	(0.0)	(0.4)	(0.0)	(0.0)	(0.0)	(1.1)
Hard of hearing	1.4	1.4	1.3	1.0	1.6	1.2	1.8	1.4	0.6	1.7	0.7	1.0
	(0.7)	(1.3)	(1.2)	(1.2)	(1.0)	(1.1)	(1.3)	(1.2)	(0.8)	(1.0)	(1.1)	(1.5)
Deafness	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Orthopedic impairment	1.1	0.7	1.0	0.9	1.2	1.1	1.3	1.1	0.9	0.9	2.7	1.2
	(0.6)	(0.9)	(1.1)	(1.1)	(0.9)	(1.0)	(1.1)	(1.1)	(1.0)	(0.7)	(2.1)	(1.6)
Other health impairment	1.6	0.1	4.1	0.8	2.0	1.0	0.8	2.7	1.7	1.5	1.6	2.8
	(0.8)	(0.3)	(2.2)	(1.1)	(1.1)	(1.0)	(0.9)	(1.7)	(1.4)	(0.9)	(1.7)	(2.5)
Number of respondents	588	200	171	136	355	230	192	199	197	339	129	108
Percentage with parents who said youth began having trouble with disability at:												
Birth	17.1	16.7	19.5	11.6	17.0	17.3	14.7	18.6	20.9	17.5	20.8	9.8
	(2.8)	(4.5)	(5.3)	(4.8)	(3.5)	(4.5)	(4.1)	(5.0)	(5.0)	(3.3)	(6.8)	(5.7)
Under 3 years of age	5.3	5.2	5.5	5.0	5.2	5.5	6.5	4.5	3.5	5.7	6.9	0.6
	(1.6)	(2.7)	(3.0)	(3.3)	(2.1)	(2.7)	(2.8)	(2.7)	(2.3)	(2.0)	(4.3)	(1.5)
3 to 5 years of age	22.8	22.8	25.4	24.2	28.0	15.0	21.5	27.4	19.0	24.8	18.9	13.4
	(3.1)	(5.0)	(5.8)	(6.5)	(4.2)	(4.2)	(4.7)	(5.8)	(4.8)	(3.8)	(6.6)	(6.5)
6 to 12 years of age	46.5	46.1	42.6	49.9	43.0	51.8	53.8	37.7	41.6	46.2	39.9	57.6
	(3.7)	(6.0)	(6.6)	(7.5)	(4.6)	(5.9)	(5.7)	(6.3)	(6.0)	(4.4)	(8.2)	(9.5)
More than 12 years of age	8.3	9.2	7.1	9.3	6.8	10.4	3.5	11.7	14.9	5.9	13.6	18.6
	(2.0)	(3.5)	(3.4)	(4.4)	(2.3)	(3.6)	(2.1)	(4.1)	(4.4)	(2.1)	(5.8)	(7.5)
Number of respondents	420	158	121	87	256	164	134	132	154	253	90	77

Source: Parent interviews and students' school records.

Table 48: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH SPEECH IMPAIRMENTS

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with an additional disability that was:									
Learning disability	0.9	3.1	6.3	0.4	3.5	5.5	2.9	2.0	4.5
	(1.3)	(2.1)	(2.6)	(0.7)	(1.7)	(4.2)	(1.8)	(1.8)	(2.7)
Emotional disturbance	0.4	3.8	0.0	0.5	0.9	4.3	1.2	2.8	0.0
	(0.8)	(2.4)	(0.0)	(0.8)	(0.9)	(3.7)	(1.1)	(2.2)	(0.0)
Speech impairment	---	---	---	---	---	---	---	---	---
Mental retardation	6.4	3.5	2.5	2.9	7.3	4.4	8.7	1.7	1.7
	(3.2)	(2.3)	(1.7)	(2.1)	(2.4)	(3.8)	(3.0)	(1.7)	(1.7)
Visual impairment	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.3)	(0.0)	(0.0)	(0.0)	(0.0)
Hard of hearing	1.8	3.9	0.1	1.3	1.7	3.1	2.2	0.5	2.9
	(1.8)	(2.4)	(0.4)	(1.4)	(1.2)	(3.2)	(1.6)	(0.9)	(2.2)
Deafness	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Orthopedic impairment	1.2	2.7	0.7	0.4	1.8	0.0	1.3	0.1	3.2
	(1.4)	(2.0)	(0.9)	(0.7)	(1.2)	(0.0)	(1.2)	(0.5)	(2.3)
Other health impairment	1.9	0.9	1.2	0.5	2.3	0.0	2.0	1.8	0.5
	(1.8)	(1.2)	(1.2)	(0.9)	(1.4)	(0.0)	(1.5)	(1.7)	(0.9)
Number of respondents	116	135	178	143	265	63	189	130	135
Percentage with parents who said youth began having trouble with disability at:									
Birth	19.0	13.3	13.1	14.9	19.5	11.6	17.5	14.0	14.3
	(5.6)	(4.6)	(4.0)	(4.8)	(3.9)	(6.8)	(4.4)	(4.9)	(4.8)
Under 3 years of age	4.8	5.0	6.7	4.7	5.6	7.3	5.9	4.6	6.3
	(3.0)	(2.9)	(2.9)	(2.8)	(2.3)	(5.5)	(2.7)	(3.0)	(3.3)
3 to 5 years of age	19.9	25.8	26.7	18.2	25.8	22.5	20.4	24.6	27.8
	(5.7)	(5.9)	(5.2)	(5.2)	(4.3)	(8.9)	(4.6)	(6.1)	(6.1)
6 to 12 years of age	42.5	50.1	47.3	49.9	43.3	50.3	48.6	46.5	44.2
	(7.0)	(6.7)	(5.9)	(6.7)	(4.9)	(10.6)	(5.8)	(7.1)	(6.8)
More than 12 years of age	13.7	5.8	6.1	12.3	5.8	8.2	7.7	10.3	7.4
	(4.9)	(3.1)	(2.8)	(4.4)	(2.3)	(5.8)	(3.1)	(4.3)	(3.6)
Number of respondents	103	117	156	125	228	48	164	113	121

Source: Parent interviews and students' school records.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with parents who said youth began receiving special services for disability at:												
Birth	1.8	1.0	2.2	1.5	1.7	1.9	0.9	3.2	1.8	1.8	0.0	4.0
	(1.0)	(1.2)	(2.0)	(1.9)	(1.2)	(1.6)	(1.1)	(2.3)	(1.7)	(1.2)	(0.0)	(3.3)
Under 3 years of age	2.1	2.7	1.9	1.4	1.7	2.7	0.6	2.3	5.7	2.2	2.9	0.4
	(1.1)	(2.0)	(1.8)	(1.8)	(1.2)	(1.9)	(0.9)	(2.0)	(2.8)	(1.3)	(2.8)	(1.1)
3 to 5 years of age	15.4	19.2	13.6	15.6	15.3	15.5	13.7	15.3	19.6	16.4	12.9	10.1
	(2.6)	(4.8)	(4.6)	(5.5)	(3.4)	(4.2)	(3.9)	(4.7)	(4.9)	(3.3)	(5.7)	(5.0)
6 to 12 years of age	63.1	56.8	63.7	65.9	64.5	61.0	73.9	55.3	48.0	64.8	57.3	58.0
	(3.5)	(6.0)	(6.4)	(7.2)	(4.5)	(5.7)	(5.0)	(6.5)	(6.2)	(4.2)	(8.4)	(8.2)
More than 12 years of age	17.6	20.3	18.5	15.6	16.8	18.9	11.0	23.9	24.9	14.8	26.9	27.6
	(2.8)	(4.9)	(5.2)	(5.5)	(3.5)	(4.6)	(3.5)	(5.6)	(5.3)	(3.1)	(7.5)	(7.5)
Number of respondents	415	156	120	85	252	163	135	127	153	251	89	75
Percentage with IQ of:												
33 or lower	0.7	3.0	0.4	0.0	1.1	0.1	1.0	0.4	0.4	0.7	0.4	1.6
	(0.8)	(3.6)	(1.0)	(0.0)	(1.3)	(0.6)	(1.5)	(1.1)	(1.1)	(1.0)	(1.4)	(3.2)
34 to 50	4.2	2.7	5.1	5.1	3.4	5.4	4.8	3.5	3.7	4.6	5.0	0.0
	(2.0)	(3.4)	(3.6)	(3.8)	(2.2)	(3.7)	(3.2)	(3.1)	(3.5)	(2.5)	(5.0)	(0.0)
51 to 70	17.4	14.2	14.0	21.5	12.0	25.5	19.5	12.9	19.7	18.7	17.1	9.4
	(3.8)	(7.3)	(5.7)	(7.0)	(4.0)	(7.2)	(5.9)	(5.7)	(7.3)	(4.7)	(8.6)	(7.5)
71 to 90	55.4	59.2	48.3	56.3	60.8	47.2	48.6	66.6	54.9	53.5	60.7	65.3
	(4.9)	(10.3)	(8.2)	(8.5)	(6.1)	(8.2)	(7.4)	(8.0)	(9.2)	(6.0)	(11.2)	(12.3)
91 to 110	18.2	14.6	24.2	16.7	18.6	17.7	21.7	13.6	16.0	19.0	10.8	17.2
	(3.8)	(7.4)	(7.0)	(6.4)	(4.8)	(6.3)	(6.1)	(5.8)	(6.8)	(4.7)	(7.1)	(9.7)
Higher than 110	4.1	6.4	8.0	0.5	4.2	4.1	4.5	3.0	5.3	3.6	6.0	6.5
	(2.0)	(5.1)	(4.5)	(1.2)	(2.5)	(3.3)	(3.1)	(2.9)	(4.1)	(2.2)	(5.4)	(6.3)
Number of respondents	212	56	72	66	129	81	79	73	60	136	41	32
Average IQ	80.8	80.0	83.8	78.5	81.8	79.2	81.1	80.8	79.6	80.3	80.7	83.4
	(1.7)	(4.4)	(3.1)	(2.3)	(2.0)	(3.0)	(2.6)	(2.7)	(3.2)	(2.0)	(4.0)	(4.4)
Number of respondents	212	56	72	66	129	81	79	73	60	136	41	32

Source: Parent interviews and students' school records.

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with parents who said youth began receiving special services for disability at:									
Birth	2.6	0.5	1.2	0.6	2.6	1.3	1.5	3.2	1.1
	(2.3)	(1.0)	(1.3)	(1.0)	(1.6)	(2.4)	(1.4)	(2.5)	(1.4)
Under 3 years of age	2.3	0.4	2.7	2.4	2.3	0.9	2.0	0.0	3.1
	(2.1)	(0.9)	(1.9)	(2.1)	(1.5)	(2.0)	(1.6)	(0.0)	(2.4)
3 to 5 years of age	17.8	9.7	18.4	12.3	17.0	11.7	14.2	12.8	21.0
	(5.4)	(3.9)	(4.6)	(4.4)	(3.8)	(6.8)	(4.0)	(4.7)	(5.6)
6 to 12 years of age	57.7	78.0	56.0	64.4	61.8	71.6	66.7	69.6	50.9
	(7.0)	(5.5)	(5.9)	(6.4)	(4.9)	(9.5)	(5.4)	(6.5)	(6.9)
More than 12 years of age	19.7	11.4	21.7	20.3	16.2	14.4	15.5	14.5	23.8
	(5.7)	(4.3)	(4.9)	(5.4)	(3.7)	(7.4)	(4.2)	(5.0)	(5.9)
Number of respondents	101	118	153	124	223	49	161	113	118
Percentage with IQ of:									
33 or lower	0.0	1.9	0.3	4.0	0.4	0.0	0.0	0.2	3.9
	(0.0)	(2.7)	(1.0)	(4.8)	(0.9)	(0.0)	(0.0)	(1.0)	(5.2)
34 to 50	5.6	2.4	2.0	9.5	3.6	0.0	5.5	1.6	5.0
	(5.4)	(3.1)	(2.6)	(7.3)	(2.7)	(0.0)	(3.9)	(2.5)	(5.9)
51 to 70	22.4	22.1	7.9	26.6	22.0	4.9	23.3	16.0	12.9
	(9.9)	(8.2)	(5.0)	(10.9)	(6.0)	(6.1)	(7.2)	(7.4)	(9.0)
71 to 90	67.3	40.9	43.2	48.8	41.0	76.8	55.1	48.7	29.2
	(11.1)	(9.8)	(9.3)	(12.4)	(7.2)	(11.9)	(8.4)	(10.1)	(12.3)
91 to 110	4.7	30.0	29.5	7.5	26.9	15.2	16.1	28.5	28.5
	(5.0)	(9.1)	(8.5)	(6.5)	(6.5)	(10.1)	(6.2)	(9.1)	(12.2)
Higher than 110	0.0	2.6	17.2	3.6	6.1	3.1	0.0	5.0	20.5
	(0.0)	(3.2)	(7.1)	(4.6)	(3.5)	(4.9)	(0.0)	(4.4)	(10.9)
Number of respondents	36	47	58	35	97	26	69	54	31
Average IQ	74.2	81.5	90.4	71.9	83.4	81.3	77.0	83.3	89.3
	(3.0)	(3.7)	(3.5)	(5.2)	(2.7)	(2.9)	(2.4)	(3.4)	(6.9)
Number of respondents	36	47	58	35	97	26	69	54	31

Source: Parent interviews and students' school records.

Table 5A: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH SPEECH IMPAIRMENTS

Reported Self-Care Skills of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to dress themselves completely:												
Very well	94.4	92.3	93.3	97.6	94.5	94.2	97.4	88.9	95.0	94.4	93.8	94.6
	(1.6)	(3.0)	(3.1)	(2.2)	(2.0)	(2.6)	(1.7)	(3.8)	(2.6)	(1.9)	(3.8)	(4.1)
Pretty well	4.6	6.2	5.7	2.4	4.7	4.5	2.0	9.5	4.0	4.6	5.4	3.6
	(1.5)	(2.7)	(2.9)	(2.2)	(1.9)	(2.3)	(1.5)	(3.6)	(2.3)	(1.8)	(3.5)	(3.4)
Not very well	0.2	0.4	0.0	0.0	0.2	0.3	0.0	0.4	0.7	0.0	0.8	1.4
	(0.3)	(0.7)	(0.0)	(0.0)	(0.4)	(0.6)	(0.0)	(0.7)	(1.0)	(0.0)	(1.4)	(2.2)
Not at all well	0.7	1.2	1.1	0.0	0.6	1.0	0.6	1.2	0.2	0.9	0.0	0.4
	(0.6)	(1.2)	(1.3)	(0.0)	(0.7)	(1.1)	(0.9)	(1.3)	(0.5)	(0.8)	(0.0)	(1.1)
Number of respondents	460	172	134	96	278	182	154	144	162	278	100	82
Percentage able to feed themselves:												
Very well	98.5	97.5	98.7	99.0	98.7	98.2	99.5	96.6	98.7	98.5	97.7	99.2
	(0.8)	(1.8)	(1.4)	(1.4)	(1.0)	(1.5)	(0.8)	(2.2)	(1.3)	(1.0)	(2.3)	(1.6)
Pretty well	0.8	1.3	0.1	1.0	0.7	0.9	0.5	1.0	1.3	0.5	2.3	0.8
	(0.6)	(1.3)	(0.4)	(1.4)	(0.8)	(1.0)	(0.8)	(1.2)	(1.3)	(0.6)	(2.3)	(1.6)
Not very well	0.7	1.2	1.2	0.0	0.6	0.9	0.0	2.4	0.0	1.0	0.0	0.0
	(0.6)	(1.2)	(1.3)	(0.0)	(0.7)	(1.1)	(0.0)	(1.9)	(0.0)	(0.8)	(0.0)	(0.0)
Not at all well	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	461	173	134	96	279	182	154	144	163	279	100	82
Percentage able to get places outside the home:												
Very well	94.3	91.3	92.6	99.0	94.2	94.5	98.1	90.4	90.3	96.0	86.0	92.8
	(1.6)	(3.2)	(3.3)	(1.4)	(2.1)	(2.6)	(1.4)	(3.6)	(3.5)	(1.6)	(5.4)	(4.7)
Pretty well	3.3	4.8	4.0	1.0	4.0	2.2	1.2	5.4	5.3	1.5	12.0	4.4
	(1.2)	(2.5)	(2.4)	(1.4)	(1.7)	(1.6)	(1.2)	(2.8)	(2.7)	(1.0)	(5.1)	(3.8)
Not very well	0.8	1.1	1.0	0.0	0.6	1.1	0.0	0.4	3.8	0.4	1.8	2.3
	(0.6)	(1.2)	(1.3)	(0.0)	(0.7)	(1.2)	(0.0)	(0.7)	(2.3)	(0.6)	(2.1)	(2.8)
Not at all well	1.6	2.7	2.4	0.0	1.2	2.2	0.6	3.8	0.5	2.0	0.2	0.4
	(0.9)	(1.9)	(1.9)	(0.0)	(1.0)	(1.6)	(0.9)	(2.3)	(0.9)	(1.2)	(0.7)	(1.1)
Number of respondents	460	172	134	96	278	182	154	144	162	278	100	82
Average self-care skills scale score:*												
Low (3-8)	1.6	2.3	2.4	0.0	1.5	1.9	0.6	3.4	1.5	1.7	1.0	2.2
	(0.9)	(1.7)	(1.9)	(0.0)	(1.1)	(1.5)	(0.9)	(2.2)	(1.4)	(1.1)	(1.5)	(2.7)
Medium (9-11)	6.6	9.8	7.6	2.4	6.7	6.3	3.2	10.1	9.9	5.2	13.0	8.2
	(1.7)	(3.4)	(3.3)	(2.2)	(2.2)	(2.7)	(1.9)	(3.7)	(3.5)	(1.8)	(5.3)	(5.0)
High (12)	91.8	88.0	90.1	97.6	91.8	91.8	96.2	86.5	88.7	93.2	86.0	89.6
	(1.9)	(3.7)	(3.7)	(2.2)	(2.4)	(3.1)	(2.1)	(4.2)	(3.8)	(2.1)	(5.4)	(5.6)
Number of respondents	460	172	134	96	278	182	154	144	162	278	100	82

* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 5B: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH SPEECH IMPAIRMENTS

Reported Self-Care Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to dress themselves completely:									
Very well	90.0	96.4	98.9	93.1	95.0	95.5	93.5	93.9	95.5
	(4.0)	(2.3)	(1.1)	(3.2)	(2.1)	(3.9)	(2.7)	(3.2)	(2.7)
Pretty well	9.0	1.9	1.1	4.6	5.0	4.5	6.5	5.0	1.6
	(3.8)	(1.7)	(1.1)	(2.7)	(2.1)	(3.9)	(2.7)	(2.9)	(1.7)
Not very well	0.0	0.5	0.0	0.9	0.0	0.0	0.0	0.9	0.0
	(0.0)	(0.8)	(0.0)	(1.2)	(0.0)	(0.0)	(0.0)	(1.3)	(0.0)
Not at all well	1.1	1.2	0.0	1.4	0.0	0.0	0.0	0.1	2.8
	(1.4)	(1.4)	(0.0)	(1.5)	(0.0)	(0.0)	(0.0)	(0.5)	(2.2)
Number of respondents	115	133	171	137	245	58	185	127	131
Percentage able to feed themselves:									
Very well	97.0	99.9	99.6	97.8	98.6	99.7	98.7	98.6	98.2
	(2.3)	(0.4)	(0.7)	(1.9)	(1.1)	(1.0)	(1.2)	(1.6)	(1.7)
Pretty well	0.9	0.1	0.4	0.9	0.7	0.3	1.3	0.1	0.3
	(1.2)	(0.4)	(0.7)	(1.2)	(0.8)	(1.0)	(1.2)	(0.4)	(0.7)
Not very well	2.1	0.0	0.0	1.3	0.7	0.0	0.0	1.3	1.5
	(1.9)	(0.0)	(0.0)	(1.4)	(0.8)	(0.0)	(0.0)	(1.5)	(1.6)
Not at all well	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	115	133	171	137	245	58	185	127	131
Percentage able to get places outside the home:									
Very well	93.6	95.5	98.7	95.3	92.7	99.7	96.2	93.0	95.2
	(3.3)	(2.6)	(1.3)	(2.7)	(2.5)	(1.0)	(2.0)	(3.4)	(2.8)
Pretty well	3.9	2.8	0.1	0.9	5.4	0.3	2.7	3.9	1.3
	(2.6)	(2.1)	(0.4)	(1.2)	(2.1)	(1.0)	(1.8)	(2.6)	(1.5)
Not very well	0.3	0.5	0.3	1.5	0.8	0.0	1.0	0.9	0.5
	(0.8)	(0.8)	(0.6)	(1.5)	(0.8)	(0.0)	(1.1)	(1.3)	(0.9)
Not at all well	2.1	1.2	0.9	2.3	1.1	0.0	0.0	2.3	3.0
	(1.9)	(1.4)	(1.1)	(1.9)	(1.0)	(0.0)	(0.0)	(2.0)	(2.2)
Number of respondents	115	133	171	137	245	58	185	127	131
Average self-care skills scale score:*									
Low (3-8)	2.1	1.7	1.1	2.3	1.2	0.0	0.0	3.2	3.1
	(1.9)	(1.6)	(1.1)	(1.9)	(1.0)	(0.0)	(0.0)	(2.3)	(2.3)
Medium (9-11)	9.7	3.6	0.3	6.6	7.3	4.8	8.8	4.8	1.7
	(4.0)	(2.3)	(0.6)	(3.2)	(2.5)	(4.0)	(3.1)	(2.8)	(1.7)
High (12)	88.2	94.7	98.7	91.1	91.5	95.2	91.2	92.0	95.2
	(4.3)	(2.8)	(1.3)	(3.6)	(2.6)	(4.0)	(3.1)	(3.6)	(2.8)
Number of respondents	115	133	171	137	245	58	185	127	131

* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH SPEECH IMPAIRMENTS

Reported Functional Skills of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to look up phone numbers and use the phone:												
Very well	66.1	60.9	70.2	71.1	65.0	67.8	70.4	60.3	63.9	67.9	61.5	58.3
	(3.3)	(5.6)	(5.6)	(6.6)	(4.3)	(5.2)	(4.9)	(6.1)	(5.8)	(3.9)	(7.8)	(9.2)
Pretty well	19.9	23.9	18.3	20.4	22.0	16.8	19.6	20.0	20.6	19.6	21.0	21.0
	(2.8)	(4.9)	(4.8)	(5.8)	(3.7)	(4.2)	(4.2)	(5.0)	(4.9)	(3.3)	(6.6)	(7.6)
Not very well	6.3	5.5	7.5	4.6	4.8	8.4	3.6	11.4	5.2	5.8	10.0	4.7
	(1.7)	(2.6)	(3.2)	(3.1)	(1.9)	(3.1)	(2.0)	(3.9)	(2.7)	(1.9)	(4.8)	(4.0)
Not at all well	7.7	9.8	4.0	3.9	8.2	6.9	6.4	8.3	10.2	6.7	7.5	16.0
	(1.9)	(3.4)	(2.4)	(2.8)	(2.4)	(2.8)	(2.6)	(3.4)	(3.6)	(2.1)	(4.2)	(6.8)
Number of respondents	455	170	136	94	275	180	155	141	159	279	96	80
Percentage able to tell time on a clock with hands:												
Very well	80.1	74.2	84.5	84.5	81.9	77.5	83.1	77.2	76.5	81.2	77.0	75.6
	(2.8)	(5.0)	(4.5)	(5.2)	(3.4)	(4.7)	(4.0)	(5.2)	(5.1)	(3.2)	(6.7)	(8.0)
Pretty well	10.2	15.1	5.3	10.0	9.0	12.1	8.9	13.6	8.6	10.2	12.1	8.2
	(2.1)	(4.1)	(2.8)	(4.3)	(2.5)	(3.6)	(3.0)	(4.2)	(3.4)	(2.5)	(5.2)	(5.1)
Not very well	5.3	3.8	5.6	5.5	3.8	7.5	5.8	4.7	5.1	4.9	4.1	10.6
	(1.6)	(2.2)	(2.8)	(3.3)	(1.7)	(2.9)	(2.5)	(2.6)	(2.6)	(1.8)	(3.2)	(5.8)
Not at all well	4.3	7.0	4.6	0.0	5.3	2.9	2.2	4.4	9.8	3.7	6.8	5.6
	(1.4)	(2.9)	(2.6)	(0.0)	(2.0)	(1.9)	(1.6)	(2.5)	(3.6)	(1.6)	(4.0)	(4.3)
Number of respondents	457	171	136	94	275	182	155	142	160	279	98	80
Percentage able to read/understand common signs:												
Very well	78.2	71.2	82.3	80.7	76.4	80.7	85.4	69.4	72.7	79.9	65.5	83.1
	(2.9)	(5.2)	(4.7)	(5.7)	(3.8)	(4.4)	(3.8)	(5.7)	(5.4)	(3.3)	(7.6)	(7.0)
Pretty well	15.6	18.6	11.7	17.7	16.8	13.7	11.8	19.2	19.9	15.1	20.6	12.0
	(2.5)	(4.5)	(4.0)	(5.5)	(3.3)	(3.8)	(3.4)	(4.9)	(4.8)	(3.0)	(6.5)	(6.1)
Not very well	4.3	8.0	3.6	1.6	4.4	4.1	1.1	8.9	5.6	2.9	13.1	3.1
	(1.4)	(3.1)	(2.3)	(1.8)	(1.8)	(2.2)	(1.1)	(3.5)	(2.8)	(1.4)	(5.4)	(3.2)
Not at all well	2.0	2.2	2.4	0.0	2.3	1.5	1.7	2.4	1.8	2.2	0.8	1.8
	(1.0)	(1.7)	(1.9)	(0.0)	(1.3)	(1.3)	(1.4)	(1.9)	(1.6)	(1.2)	(1.4)	(2.5)
Number of respondents	456	169	136	95	274	182	156	141	159	279	97	80

Source: Parent interviews.

Table 6B: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH SPEECH IMPAIRMENTS

Reported Functional Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to look up phone numbers and use the phone:									
Very well	59.6	60.7	80.2	68.0	66.9	64.2	63.6	60.4	77.9
	(6.6)	(6.1)	(4.4)	(6.0)	(4.5)	(9.3)	(5.2)	(6.4)	(5.4)
Pretty well	25.5	22.5	13.2	18.5	19.8	25.8	20.5	27.3	12.2
	(5.8)	(5.2)	(3.7)	(5.0)	(3.8)	(8.5)	(4.4)	(5.8)	(4.2)
Not very well	5.5	8.5	4.3	4.2	7.4	5.2	8.0	4.2	6.1
	(3.1)	(3.5)	(2.2)	(2.6)	(2.5)	(4.3)	(2.9)	(2.6)	(3.1)
Not at all well	9.4	8.2	2.3	9.2	5.9	4.7	7.8	8.2	3.8
	(3.9)	(3.4)	(1.6)	(3.7)	(2.2)	(4.1)	(2.9)	(3.6)	(2.5)
Number of respondents	114	135	176	136	245	56	185	130	133
Percentage able to tell time on a clock with hands:									
Very well	73.3	82.2	90.0	79.2	82.2	78.4	78.6	76.3	89.2
	(5.9)	(4.7)	(3.3)	(5.2)	(3.6)	(7.9)	(4.4)	(5.6)	(4.0)
Pretty well	15.6	8.7	5.8	10.8	7.7	20.2	12.4	11.8	5.4
	(4.9)	(3.5)	(2.6)	(4.0)	(2.5)	(7.7)	(3.5)	(4.2)	(2.9)
Not very well	6.6	5.3	2.4	4.3	5.8	1.1	6.0	8.0	1.7
	(3.3)	(2.8)	(1.7)	(2.6)	(2.2)	(2.0)	(2.5)	(3.6)	(1.7)
Not at all well	4.5	3.8	1.9	5.8	4.3	0.3	3.1	3.9	3.7
	(2.8)	(2.4)	(1.5)	(3.0)	(1.9)	(1.0)	(1.8)	(2.5)	(2.4)
Number of respondents	115	135	177	136	245	57	186	130	134
Percentage able to read/understand common signs:									
Very well	68.7	82.2	89.7	78.9	78.4	0.0	73.0	78.6	89.7
	(6.2)	(4.7)	(3.3)	(5.2)	(3.9)	(0.0)	(4.8)	(5.4)	(3.9)
Pretty well	25.1	11.0	8.5	14.2	16.4	74.4	20.9	17.3	4.8
	(5.8)	(3.9)	(3.1)	(4.5)	(3.5)	(8.5)	(4.4)	(4.9)	(2.8)
Not very well	2.9	4.8	1.0	3.5	4.0	18.3	5.0	2.2	1.8
	(2.2)	(2.6)	(1.1)	(2.3)	(1.9)	(7.5)	(2.3)	(1.9)	(1.7)
Not at all well	3.2	2.0	0.8	3.4	1.2	7.3	1.1	2.0	3.7
	(2.4)	(1.8)	(1.0)	(2.3)	(1.0)	(5.1)	(1.1)	(1.8)	(2.4)
Number of respondents	113	135	177	136	246	55	185	130	134

Source: Parent interviews.

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Reported Functional Skills of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to count change:												
Very well	73.9	69.9	78.1	74.7	76.3	70.5	79.3	68.6	68.0	73.9	67.4	83.5
	(3.1)	(5.3)	(5.1)	(6.3)	(3.8)	(5.1)	(4.3)	(5.7)	(5.6)	(3.7)	(7.5)	(6.9)
Pretty well	17.2	17.6	11.8	22.4	15.6	19.4	17.3	19.2	13.7	18.3	16.1	10.1
	(2.6)	(4.4)	(4.0)	(6.1)	(3.3)	(4.4)	(4.1)	(4.9)	(4.1)	(3.2)	(5.9)	(5.6)
Not very well	4.5	6.4	4.9	2.1	3.3	6.2	1.6	7.0	8.4	3.8	10.1	2.2
	(1.5)	(2.8)	(2.7)	(2.1)	(1.6)	(2.7)	(1.4)	(3.1)	(3.3)	(1.6)	(4.8)	(2.7)
Not at all well	4.3	6.1	5.2	0.8	4.7	3.8	1.7	5.3	9.9	4.0	6.4	4.2
	(1.4)	(2.7)	(2.7)	(1.3)	(1.9)	(2.1)	(1.4)	(2.8)	(3.6)	(1.6)	(3.9)	(3.7)
Number of respondents	455	170	136	93	273	182	154	142	159	278	97	80
Average functional skills scale score:*												
4 to 8	5.1	7.4	5.0	2.2	4.9	5.3	3.0	5.4	10.3	4.4	9.8	4.2
	(1.5)	(3.0)	(2.7)	(2.1)	(1.9)	(2.5)	(1.8)	(2.8)	(3.7)	(1.7)	(4.8)	(3.7)
9 to 12	11.0	12.8	7.7	10.6	10.3	12.0	7.3	17.5	10.7	9.3	15.8	18.1
	(2.2)	(3.9)	(3.3)	(4.5)	(2.7)	(3.7)	(2.8)	(4.7)	(3.7)	(2.4)	(5.9)	(7.2)
13 to 15	29.6	27.6	28.6	30.9	31.0	27.6	30.0	29.8	28.1	31.4	25.0	21.5
	(3.2)	(5.2)	(5.6)	(6.7)	(4.1)	(5.0)	(4.9)	(5.7)	(5.4)	(3.9)	(7.0)	(7.7)
16	54.3	52.2	58.7	56.3	53.8	55.0	59.7	47.3	50.9	54.9	49.4	56.3
	(3.5)	(5.8)	(6.1)	(7.2)	(4.5)	(5.6)	(5.3)	(6.2)	(6.0)	(4.2)	(8.1)	(9.2)
Number of respondents	452	168	136	93	273	179	154	140	158	277	95	80

* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 68: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Reported Functional Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to count change:									
Very well	74.8	70.7	79.9	82.5	69.5	71.4	72.7	72.4	80.1
	(5.8)	(5.7)	(4.4)	(4.9)	(4.4)	(8.7)	(4.8)	(5.8)	(5.2)
Pretty well	15.9	21.0	15.9	12.1	21.0	15.2	18.1	20.6	13.2
	(4.9)	(5.1)	(4.0)	(4.2)	(3.9)	(6.9)	(4.2)	(5.3)	(4.4)
Not very well	3.9	5.3	2.4	0.8	4.6	13.1	6.1	3.9	2.1
	(2.6)	(2.8)	(1.7)	(1.1)	(2.0)	(6.5)	(2.6)	(2.5)	(1.9)
Not at all well	5.5	3.0	1.9	4.7	4.9	0.3	3.1	3.1	4.5
	(3.0)	(2.1)	(1.5)	(2.7)	(2.1)	(1.0)	(1.9)	(2.3)	(2.7)
Number of respondents	114	134	177	136	244	56	184	130	134
Average functional skills scale score:*									
4 to 8	3.8	5.8	1.9	6.2	5.5	0.3	4.2	4.8	3.7
	(2.6)	(2.9)	(1.5)	(3.1)	(2.2)	(1.0)	(2.2)	(2.8)	(2.4)
9 to 12	19.3	9.2	3.0	6.1	10.3	18.7	14.4	11.1	5.7
	(5.3)	(3.6)	(1.9)	(3.1)	(2.9)	(7.6)	(3.8)	(4.1)	(3.0)
13 to 15	26.4	37.0	29.2	29.6	31.0	27.1	30.0	36.8	22.9
	(6.0)	(6.0)	(5.0)	(5.8)	(4.4)	(8.7)	(5.0)	(6.3)	(5.5)
16	50.4	48.0	66.0	58.1	53.3	53.9	51.5	47.3	67.7
	(6.7)	(6.2)	(5.2)	(6.3)	(4.8)	(9.8)	(5.4)	(6.5)	(6.1)
Number of respondents	112	134	176	136	244	54	182	130	133

* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 7A: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH SPEECH IMPAIRMENTS

Assistive Devices Reported Used	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage who used for hearing assistance a:												
Telecommunications device												
Telephone amplifier												
Hearing aid												
Closed captioned TV												
Other hearing assistance												
Number of respondents												
Percentage who used for mobility assistance:												
A wheelchair												
Crutches, a cane, or a walker												
Modifications to a car												
Prosthetics/orthotics												
Computers to aid mobility												
Other mobility assistance												
Number of respondents												
Percentage who used for visual assistance:												
A seeing eye dog												
Braille or large print readers												
An opticon/optical scanner												
Computers to aid vision												
Other vision assistance												
Number of respondents												

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

Source: Parent interviews.

Table 7B: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH SPEECH IMPAIRMENTS

Assistive Devices Reported Used	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who used for hearing assistance a:									
Telecommunications device									
Telephone amplifier									
Hearing aid									
Closed captioned TV									
Other hearing assistance									
Number of respondents									
Percentage who used for mobility assistance:									
A wheelchair									
Crutches, a cane, or a walker									
Modifications to a car									
Prosthetics/orthotics									
Computers to aid mobility									
Other mobility assistance									
Number of respondents									
Percentage who used for visual assistance:									
A seeing eye dog									
Braille or large print readers									
An opticon/optical scanner									
Computers to aid vision									
Other vision assistance									
Number of respondents									

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

Source: Parent interviews

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH SPEECH IMPAIRMENTS

Parent Expectations	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with likelihood of graduating from high school:*												
Definitely will	57.4	59.3	57.9	57.7	55.8	59.9	63.4	51.5	39.3	60.3	11.2	---
	(4.2)	(6.6)	(7.1)	(8.1)	(5.3)	(6.7)	(5.5)	(7.2)	(10.9)	(4.3)	(10.8)	
Probably will	25.5	22.4	25.6	28.7	25.9	24.9	27.3	22.5	24.4	26.5	19.1	---
	(3.7)	(5.6)	(6.3)	(7.4)	(4.7)	(5.9)	(5.1)	(6.0)	(9.6)	(3.9)	(13.5)	
Probably won't	8.4	11.3	2.5	10.3	9.3	7.1	4.7	14.4	11.2	7.2	15.4	---
	(2.3)	(4.3)	(2.3)	(5.0)	(3.1)	(3.5)	(2.4)	(5.0)	(7.0)	(2.3)	(12.3)	
Definitely won't	8.7	7.0	13.9	3.3	9.0	8.2	4.6	11.6	25.1	6.0	54.3	---
	(2.4)	(3.5)	(5.0)	(2.9)	(3.0)	(3.7)	(2.4)	(4.6)	(9.7)	(2.1)	(17.1)	
Number of respondents	287	110	96	68	178	109	137	100	50	256	22	9
Percentage with likelihood of graduating from 4-year college:												
Definitely will	12.9	13.8	19.9	5.4	11.9	14.3	11.3	17.6	8.7	12.1	18.4	10.8
	(2.5)	(4.2)	(5.1)	(3.4)	(3.1)	(4.2)	(3.7)	(4.9)	(3.6)	(2.9)	(6.5)	(6.8)
Probably will	31.7	40.7	30.6	27.4	30.6	33.5	38.3	27.9	21.9	34.2	25.1	21.2
	(3.5)	(6.0)	(5.9)	(6.7)	(4.4)	(5.7)	(5.7)	(5.8)	(5.3)	(4.2)	(7.3)	(8.9)
Probably won't	26.1	20.0	20.7	40.0	28.1	23.0	28.4	23.2	25.1	28.1	19.0	20.3
	(3.3)	(4.9)	(5.2)	(7.3)	(4.3)	(5.1)	(5.3)	(5.4)	(5.6)	(4.0)	(6.6)	(8.8)
Definitely won't	29.3	25.6	28.9	27.2	29.4	29.2	22.0	31.3	44.3	25.7	37.5	47.7
	(3.4)	(5.3)	(5.8)	(6.7)	(4.3)	(5.5)	(4.9)	(6.0)	(6.4)	(3.9)	(8.1)	(10.9)
Number of respondents	399	153	128	88	242	157	129	131	139	248	89	62
Percentage with likelihood of graduating from 2-year college:**												
Definitely will	1.8	3.7	1.8	1.0	2.3	1.0	3.1	0.3	1.5	1.9	0.7	3.3
	(1.4)	(3.5)	(2.3)	(1.7)	(1.9)	(1.7)	(2.9)	(1.0)	(1.9)	(1.6)	(1.9)	(5.1)
Probably will	19.2	18.5	26.2	14.7	18.6	20.1	20.7	22.6	11.7	20.9	16.1	11.3
	(4.0)	(7.1)	(7.8)	(6.3)	(4.8)	(6.9)	(6.7)	(7.5)	(5.1)	(4.9)	(8.5)	(9.1)
Probably won't	32.7	27.0	21.5	49.9	35.2	28.3	38.2	24.2	33.3	36.0	21.8	23.8
	(4.7)	(8.1)	(7.3)	(9.0)	(5.9)	(7.8)	(8.0)	(7.7)	(7.5)	(5.8)	(9.5)	(12.2)
Definitely won't	46.3	50.8	50.5	34.4	43.9	50.5	38.0	52.9	53.6	41.2	61.4	61.7
	(5.0)	(9.2)	(8.8)	(8.5)	(6.1)	(8.6)	(8.0)	(9.0)	(8.0)	(5.9)	(11.3)	(13.9)
Number of respondents	230	76	67	62	147	83	66	68	96	140	50	40

* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.
** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews

Table 88: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH SPEECH IMPAIRMENTS

Parent Expectations	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of graduating from high school:*									
Definitely will	50.0	49.1	81.2	52.1	65.6	33.4	43.3	64.4	73.3
	(8.3)	(7.1)	(5.3)	(7.8)	(5.4)	(10.5)	(6.7)	(7.1)	(7.0)
Probably will	30.6	29.3	15.0	39.7	15.3	40.8	36.1	22.0	14.7
	(7.7)	(6.5)	(4.8)	(7.6)	(4.1)	(10.9)	(6.5)	(6.1)	(5.6)
Probably won't	11.9	9.8	1.5	4.4	6.7	22.6	12.1	7.9	3.7
	(5.4)	(4.2)	(1.6)	(3.2)	(2.9)	(9.3)	(4.4)	(4.0)	(3.0)
Definitely won't	7.5	11.9	2.3	3.8	12.3	3.2	8.5	5.8	8.3
	(4.4)	(4.6)	(2.0)	(3.0)	(3.7)	(3.9)	(3.8)	(3.4)	(4.4)
Number of respondents	71	93	105	84	154	40	108	93	81
Percentage with likelihood of graduating from 4-year college:									
Definitely will	8.4	8.3	21.0	10.0	15.6	8.9	8.0	9.0	22.3
	(4.2)	(3.8)	(4.5)	(4.4)	(3.6)	(5.9)	(3.3)	(3.9)	(5.5)
Probably will	33.3	26.3	37.1	39.8	26.3	34.1	29.2	28.1	41.0
	(7.1)	(6.0)	(5.4)	(7.2)	(4.3)	(9.9)	(5.5)	(6.1)	(6.5)
Probably won't	25.3	33.3	24.8	30.0	27.9	18.4	22.6	37.3	21.6
	(6.5)	(6.4)	(4.8)	(6.8)	(4.4)	(8.1)	(5.1)	(6.6)	(5.4)
Definitely won't	33.0	32.1	17.1	20.3	30.2	38.5	40.2	25.6	15.0
	(7.0)	(6.4)	(4.2)	(5.9)	(4.5)	(10.1)	(5.9)	(6.0)	(4.7)
Number of respondents	91	111	170	103	230	49	145	119	129
Percentage with likelihood of graduating from 2-year college:**									
Definitely will	0.0	2.7	3.7	1.5	1.6	3.7	3.0	0.3	2.0
	(0.0)	(2.7)	(3.2)	(2.4)	(1.7)	(5.1)	(2.6)	(0.9)	(3.1)
Probably will	10.3	24.6	28.1	32.0	17.5	6.8	8.7	26.2	35.0
	(6.0)	(7.1)	(7.6)	(9.3)	(4.9)	(6.8)	(4.3)	(7.6)	(10.5)
Probably won't	36.0	33.9	36.7	32.0	35.9	27.5	32.2	36.9	29.7
	(9.4)	(7.8)	(8.2)	(9.3)	(6.2)	(12.0)	(7.1)	(8.3)	(10.0)
Definitely won't	53.7	38.7	31.6	34.5	45.0	62.0	56.0	36.5	33.3
	(9.8)	(8.0)	(7.9)	(9.5)	(6.5)	(13.0)	(7.5)	(8.3)	(10.4)
Number of respondents	56	77	79	59	134	30	95	78	53

* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.
** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Parent Expectations	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with likelihood of getting a paid job:*												
Definitely will	46.4	50.2	51.4	43.7	47.6	45.2	49.1	45.4	31.6	49.4	24.3	---
	(5.7)	(9.0)	(9.6)	(10.9)	(7.6)	(8.5)	(7.3)	(11.7)	(10.8)	(6.1)	(14.1)	
Probably will	44.7	42.0	41.1	54.7	46.9	42.2	44.1	42.8	52.6	43.5	74.4	---
	(5.6)	(8.9)	(9.5)	(11.0)	(7.6)	(8.4)	(7.2)	(11.6)	(11.6)	(6.0)	(14.4)	
Probably won't	2.5	5.0	1.8	0.0	2.4	2.7	0.9	3.9	9.8	2.3	1.2	---
	(1.8)	(3.9)	(2.6)	(0.0)	(2.3)	(2.7)	(1.4)	(4.6)	(6.9)	(1.8)	(3.7)	
Definitely won't	6.4	2.8	5.6	1.6	3.2	9.9	5.9	7.9	6.0	4.8	0.0	---
	(2.8)	(3.0)	(4.4)	(2.7)	(2.7)	(5.1)	(3.4)	(6.3)	(5.5)	(2.6)	(0.0)	
Number of respondents	163	66	50	38	86	77	84	40	39	129	20	14
Percentage with likelihood of living on their own:**												
Definitely will	46.8	41.8	54.8	47.2	44.5	50.4	46.4	50.4	41.3	46.9	46.8	45.4
	(3.8)	(6.0)	(6.5)	(7.6)	(4.7)	(6.2)	(5.8)	(6.5)	(6.8)	(4.4)	(8.8)	(12.2)
Probably will	35.7	37.6	30.8	40.4	38.8	30.7	41.1	27.4	34.7	37.6	32.3	22.2
	(3.6)	(5.9)	(6.0)	(7.5)	(4.7)	(5.7)	(5.7)	(5.8)	(6.6)	(4.3)	(8.2)	(10.1)
Probably won't	10.5	10.9	7.8	9.4	10.9	10.0	8.2	15.6	8.2	9.8	8.9	20.4
	(2.3)	(3.8)	(3.5)	(4.4)	(3.0)	(3.7)	(3.2)	(4.7)	(3.8)	(2.6)	(5.0)	(9.8)
Definitely won't	7.0	9.7	6.6	3.0	5.9	8.9	4.2	6.6	15.8	5.7	12.0	12.1
	(1.9)	(3.6)	(3.2)	(2.6)	(2.2)	(3.5)	(2.3)	(3.2)	(5.0)	(2.0)	(5.7)	(8.0)
Number of respondents	385	150	123	85	238	147	133	127	125	249	83	53

* Of those with a child not already employed. See Table 43 for percentage not working for pay.
** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews.

Table 88: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Parent Expectations	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of getting a paid job:*									
Definitely will	40.9	42.3	68.2	57.3	44.9	31.5	39.4	45.6	60.4
	(10.3)	(9.4)	(9.4)	(9.4)	(8.0)	(14.2)	(8.3)	(10.7)	(10.8)
Probably will	45.7	48.2	31.5	37.0	48.3	62.5	50.2	50.5	27.9
	(10.5)	(9.5)	(9.3)	(9.2)	(8.0)	(14.8)	(8.5)	(10.7)	(9.9)
Probably won't	3.3	1.9	0.3	3.0	1.3	6.0	5.0	0.2	0.0
	(3.8)	(2.6)	(1.1)	(3.2)	(1.8)	(7.2)	(3.7)	(1.1)	(0.0)
Definitely won't	10.1	7.7	0.0	2.6	5.4	0.0	5.3	3.7	11.8
	(6.3)	(5.1)	(0.0)	(3.1)	(3.6)	(0.0)	(3.8)	(4.0)	(7.1)
Number of respondents	46	54	49	58	76	25	74	45	43
Percentage with likelihood of living on their own:**									
Definitely will	38.2	34.9	70.1	40.3	54.6	28.2	31.2	51.5	63.3
	(7.7)	(6.4)	(5.2)	(7.2)	(5.0)	(9.6)	(5.8)	(6.9)	(6.4)
Probably will	37.7	47.9	21.6	42.7	31.9	42.2	42.7	36.6	27.7
	(7.7)	(6.7)	(4.6)	(7.3)	(4.6)	(10.5)	(6.2)	(6.6)	(5.9)
Probably won't	17.4	9.3	6.3	8.8	7.2	22.0	17.9	8.2	3.6
	(6.0)	(3.9)	(2.7)	(4.2)	(2.6)	(8.8)	(4.8)	(3.8)	(2.5)
Definitely won't	6.6	7.9	2.0	8.2	6.2	7.6	8.2	3.8	5.4
	(3.9)	(3.6)	(1.6)	(4.0)	(2.4)	(5.6)	(3.4)	(2.6)	(3.0)
Number of respondents	82	113	166	101	221	47	136	117	127

* Of those with a child not already employed. See Table 43 for percentage not working for pay.
** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews

Table 9A: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

School Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage whose school was a:												
Comprehensive secondary school	93.5	93.0	91.0	98.3	92.8	94.6	91.3	96.9	92.8	92.7	94.4	99.0
	(1.6)	(2.8)	(3.2)	(1.6)	(2.2)	(2.4)	(2.9)	(1.9)	(3.3)	(2.1)	(3.2)	(1.9)
Special school for students with disabilities	4.1	3.0	7.3	0.3	4.6	3.3	5.5	1.8	4.8	4.6	3.6	0.9
	(1.3)	(1.9)	(2.9)	(0.6)	(1.8)	(1.9)	(2.4)	(1.5)	(2.7)	(1.7)	(2.6)	(1.8)
Vocational/technical school	0.8	2.3	0.0	0.0	1.3	0.2	0.7	0.7	1.6	1.0	0.3	0.1
	(0.6)	(1.7)	(0.2)	(0.0)	(0.9)	(0.5)	(0.9)	(0.9)	(1.6)	(0.8)	(0.8)	(0.6)
Other type of school	1.6	1.6	1.7	1.5	1.4	1.9	2.5	0.7	0.9	1.7	1.8	0.0
	(0.8)	(1.4)	(1.4)	(1.5)	(1.0)	(1.5)	(1.6)	(0.9)	(1.2)	(1.0)	(1.8)	(0.0)
Number of respondents	477	178	163	129	289	185	162	176	139	302	116	54
Percentage whose school served grades:												
K through 8 or 12	3.4	1.6	1.4	4.8	1.9	5.7	5.8	0.4	2.5	4.0	2.2	0.0
	(1.2)	(1.4)	(1.3)	(2.6)	(1.2)	(2.5)	(2.4)	(0.7)	(2.0)	(1.6)	(2.1)	(0.0)
6 through 12	13.9	3.7	6.4	30.2	12.8	15.6	14.5	9.7	20.9	12.6	17.7	15.2
	(2.3)	(2.1)	(2.7)	(5.6)	(2.9)	(3.9)	(3.7)	(3.2)	(5.1)	(2.7)	(5.4)	(7.0)
6 or 7 through 8 or 9	9.4	8.6	16.6	2.5	10.7	7.4	14.1	6.2	2.3	10.1	7.9	7.1
	(1.9)	(3.1)	(4.2)	(1.9)	(2.6)	(2.8)	(3.6)	(2.6)	(1.9)	(2.4)	(3.8)	(5.0)
9 or 10 through 12	71.4	84.9	71.4	62.3	71.6	70.6	63.2	82.5	71.5	71.3	70.0	76.8
	(3.0)	(4.0)	(5.0)	(5.9)	(3.8)	(4.9)	(5.0)	(4.2)	(5.7)	(3.6)	(6.4)	(8.2)
Ungraded students only	2.0	1.1	4.2	0.3	2.9	0.6	2.4	1.1	2.8	2.1	2.2	0.9
	(0.9)	(1.2)	(2.2)	(0.6)	(1.4)	(0.8)	(1.6)	(1.2)	(2.1)	(1.2)	(2.0)	(1.8)
Number of respondents	477	178	163	129	289	185	162	176	139	302	116	54

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 9B: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

School Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage whose school was a:									
Comprehensive secondary school	91.2	92.4	95.9	89.1	95.6	94.2	93.8	91.7	93.6
	(4.3)	(3.6)	(2.3)	(4.5)	(2.0)	(4.5)	(2.9)	(3.9)	(3.3)
Special school for students with disabilities	4.6	6.0	2.1	7.1	3.2	0.0	3.2	5.6	3.8
	(3.2)	(3.2)	(1.6)	(3.7)	(1.7)	(0.0)	(2.1)	(3.2)	(2.6)
Vocational/technical school	1.6	1.6	0.3	3.0	0.4	0.0	0.2	2.7	0.7
	(1.9)	(1.7)	(0.6)	(2.5)	(0.6)	(0.0)	(0.6)	(2.3)	(1.2)
Other type of school	2.6	0.0	1.8	0.8	0.8	5.8	2.8	0.0	1.8
	(2.4)	(0.0)	(1.5)	(1.3)	(0.9)	(4.5)	(2.0)	(0.0)	(1.8)
Number of respondents	86	106	157	100	233	57	142	110	117
Percentage whose school served grades:									
K through 8 or 12	4.0	4.5	4.1	4.7	4.5	0.0	4.3	2.2	7.1
	(3.0)	(2.8)	(2.2)	(3.1)	(2.0)	(0.0)	(2.4)	(2.1)	(3.5)
6 through 12	7.7	13.9	9.4	15.2	13.5	1.4	9.9	14.3	7.0
	(4.0)	(4.7)	(3.3)	(5.2)	(3.3)	(2.2)	(3.6)	(4.9)	(3.5)
6 or 7 through 8 or 9	7.1	14.6	9.4	9.3	8.7	13.7	14.3	9.8	4.0
	(3.9)	(4.8)	(3.3)	(4.2)	(2.7)	(6.6)	(4.2)	(4.2)	(2.7)
9 or 10 through 12	77.1	65.1	76.1	67.6	71.3	84.9	69.5	70.7	80.2
	(6.4)	(6.5)	(4.9)	(6.8)	(4.3)	(6.9)	(5.5)	(6.4)	(5.5)
Ungraded students only	4.1	1.9	1.0	3.2	2.0	0.0	2.0	3.0	1.8
	(3.0)	(1.9)	(1.1)	(2.6)	(1.3)	(0.0)	(1.7)	(2.4)	(1.8)
Number of respondents	86	106	157	100	233	57	142	110	117

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Student Enrollment	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average enrollment of:												
All students	1059	1357	1193	715	1070	1040	928	1271	1006	1054	1112	924
	(46.3)	(81.1)	(83.2)	(50.3)	(59.7)	(74.3)	(63.7)	(81.8)	(89.0)	(56.3)	(98.6)	(111)
Secondary special education students	95	142	89	62	100	87	86	109	91	96	93	85
	(4.9)	(10.7)	(6.3)	(5.3)	(6.7)	(7.1)	(6.9)	(9.2)	(9.1)	(6.1)	(9.1)	(13.5)
Number of respondents	452	163	151	126	274	175	158	161	133	292	103	51
Average secondary school enrollment of students categorized as:												
Learning disabled	55	83	51	36	60	46	47	65	53	55	56	49
	(3.3)	(7.9)	(3.7)	(3.2)	(4.7)	(4.4)	(4.6)	(5.9)	(6.7)	(4.1)	(6.6)	(8.7)
Emotionally disturbed	11	14	13	6	12	10	10	12	10	11	11	12
	(1.0)	(1.8)	(2.2)	(0.8)	(1.3)	(1.6)	(1.6)	(1.9)	(1.4)	(1.2)	(2.5)	(2.2)
Speech impaired	3	9	1	1	4	3	3	4	4	3	3	6
	(0.8)	(2.3)	(0.3)	(0.3)	(1.1)	(1.1)	(1.0)	(1.6)	(1.4)	(0.9)	(1.2)	(3.4)
Mentally retarded	6	7	6	4	5	8	7	4	7	6	7	6
	(1.0)	(1.6)	(2.1)	(1.0)	(1.1)	(2.0)	(1.9)	(1.3)	(1.6)	(1.3)	(2.0)	(2.1)
Deaf/hard of hearing	2	2	2	1	1	2	2	2	1	2	1	2
	(0.3)	(0.6)	(0.6)	(0.2)	(0.3)	(0.6)	(0.5)	(0.5)	(0.4)	(0.4)	(0.4)	(0.7)
Visually impaired	1	1	0	0	1	1	1	1	1	1	1	0
	(0.1)	(0.3)	(0.1)	(0.1)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	(0.2)
Orthopedically impaired	2	3	2	1	2	2	2	2	2	2	2	2
	(0.3)	(0.6)	(0.5)	(0.2)	(0.4)	(0.5)	(0.5)	(0.5)	(0.5)	(0.4)	(0.5)	(0.8)
Other health impaired	1	1	1	1	1	1	1	1	1	1	0	0
	(0.1)	(0.2)	(0.3)	(0.2)	(0.1)	(0.3)	(0.2)	(0.2)	(0.3)	(0.2)	(0.3)	(0.2)
Multiply impaired, deaf/blind	3	6	1	2	3	2	4	2	2	3	1	2
	(1.1)	(3.4)	(0.3)	(0.5)	(1.8)	(0.5)	(2.4)	(0.5)	(0.7)	(1.5)	(0.6)	(0.4)
Number of respondents	443	166	146	125	270	170	152	160	131	286	100	52
Percentage in schools with minority student enrollment of:												
10% or less	33.7	17.4	23.5	58.1	33.1	34.7	36.5	32.3	28.6	35.0	28.6	30.2
	(3.2)	(4.3)	(4.8)	(6.1)	(4.1)	(5.2)	(5.1)	(5.2)	(5.7)	(3.9)	(6.5)	(9.0)
11% to 25%	22.0	10.4	45.2	6.5	19.8	25.3	24.0	17.8	25.1	21.1	23.1	30.5
	(2.8)	(3.5)	(5.7)	(3.1)	(3.5)	(4.7)	(4.5)	(4.3)	(5.5)	(3.3)	(6.0)	(9.0)
26% to 50%	12.9	10.7	23.0	4.1	14.8	10.2	12.3	15.4	9.3	12.7	15.9	7.2
	(2.3)	(3.5)	(4.8)	(2.5)	(3.1)	(3.3)	(3.5)	(4.1)	(3.7)	(2.7)	(5.2)	(5.1)
More than 50%	31.4	61.4	8.3	31.3	32.4	29.8	27.1	34.5	37.0	31.1	32.4	32.1
	(3.1)	(5.6)	(3.1)	(5.7)	(4.1)	(5.0)	(4.7)	(5.3)	(6.1)	(3.8)	(6.7)	(9.2)
Number of respondents	460	170	157	126	278	180	155	168	137	292	111	53

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Student Enrollment	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average enrollment of:									
All students	1081	963	1289	961	1089	1408	1060	999	1304
	(107)	(95.0)	(83.8)	(84.0)	(69.2)	(158)	(90.2)	(87.8)	(101)
Secondary special education students	105	93	94	106	82	126	99	96	90
	(13.7)	(10.1)	(7.2)	(13.5)	(5.5)	(16.7)	(10.6)	(9.9)	(7.9)
Number of respondents	83	96	147	97	214	49	135	104	106
Average secondary school enrollment of students categorized as:									
Learning disabled	62	52	59	57	52	72	60	56	52
	(10.2)	(6.4)	(5.1)	(9.5)	(4.1)	(10.9)	(7.8)	(5.6)	(5.9)
Emotionally disturbed	8	12	10	10	9	14	10	11	10
	(1.7)	(2.0)	(1.5)	(2.0)	(1.2)	(2.8)	(1.5)	(2.0)	(1.8)
Speech impaired	2	6	2	2	2	11	3	4	3
	(1.0)	(2.4)	(0.6)	(1.0)	(0.4)	(4.7)	(1.3)	(1.6)	(1.4)
Mentally retarded	5	6	4	8	4	5	4	5	7
	(1.9)	(2.4)	(1.5)	(2.3)	(1.3)	(2.2)	(1.3)	(1.9)	(2.6)
Deaf/hard of hearing	1	2	1	1	2	3	2	2	2
	(0.6)	(0.8)	(0.3)	(0.5)	(0.4)	(1.1)	(0.5)	(0.6)	(0.5)
Visually impaired	1	1	1	1	1	1	1	0	1
	(0.3)	(0.1)	(0.3)	(0.2)	(0.2)	(0.4)	(0.3)	(0.1)	(0.2)
Orthopedically impaired	2	3	2	1	2	4	3	2	2
	(0.7)	(0.8)	(0.4)	(0.5)	(0.4)	(1.3)	(0.6)	(0.6)	(0.5)
Other health impaired	1	1	1	1	1	2	1	1	1
	(0.3)	(0.3)	(0.3)	(0.2)	(0.2)	(0.7)	(0.3)	(0.2)	(0.4)
Multiply impaired, deaf/blind	6	2	1	6	1	5	5	1	2
	(4.9)	(0.5)	(0.6)	(5.2)	(0.4)	(1.0)	(3.4)	(0.5)	(0.5)
Number of respondents	79	95	145	93	211	54	131	100	106
Percentage in schools with minority student enrollment of:									
10% or less	24.3	31.3	37.5	8.4	49.4	9.5	28.6	40.9	25.5
	(6.7)	(6.4)	(5.7)	(4.1)	(4.9)	(5.7)	(5.5)	(7.0)	(6.1)
11% to 25%	19.9	19.9	33.2	15.0	31.6	4.2	16.9	17.0	40.0
	(6.2)	(5.5)	(5.5)	(5.3)	(4.6)	(3.9)	(4.5)	(5.4)	(6.9)
26% to 50%	13.9	10.8	10.9	19.9	8.6	11.8	11.6	10.0	14.3
	(5.4)	(4.3)	(3.6)	(6.0)	(2.8)	(6.2)	(3.9)	(4.3)	(4.9)
More than 50%	41.9	38.1	18.4	56.8	10.4	74.5	42.8	32.0	20.1
	(7.7)	(6.7)	(4.5)	(7.4)	(3.0)	(8.4)	(6.0)	(6.7)	(5.6)
Number of respondents	82	104	150	96	222	56	137	107	111

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Concluded)

Student Enrollment	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with low income student enrollment of:												
Less than 10%	19.7	11.3	38.6	7.5	18.9	20.2	14.0	27.1	20.9	17.5	25.8	26.9
	(2.7)	(3.6)	(5.5)	(3.2)	(3.4)	(4.3)	(3.6)	(5.0)	(5.2)	(3.1)	(6.2)	(8.7)
10% to 25%	24.8	19.6	32.2	21.5	27.1	21.4	21.0	28.8	27.5	24.4	25.7	27.8
	(2.9)	(4.5)	(5.3)	(5.0)	(3.8)	(4.4)	(4.2)	(5.1)	(5.7)	(3.5)	(6.2)	(8.8)
26% to 50%	27.7	30.2	21.2	31.6	24.7	32.4	38.0	16.7	20.6	28.9	23.6	22.9
	(3.0)	(5.2)	(4.6)	(5.7)	(3.7)	(5.0)	(5.1)	(4.2)	(5.2)	(3.7)	(6.1)	(8.2)
More than 50%	27.8	38.9	8.1	39.4	29.3	25.9	27.0	27.4	31.0	29.2	24.9	22.4
	(3.0)	(5.6)	(3.1)	(6.0)	(3.9)	(4.7)	(4.6)	(5.0)	(5.9)	(3.7)	(6.2)	(8.2)
Number of respondents	466	169	161	129	282	181	161	170	135	297	111	53
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*												
50% or less	4.3	13.2	0.0	1.3	3.7	5.1	2.8	5.7	5.0	4.5	5.1	0.6
	(1.5)	(4.1)	(0.0)	(1.5)	(1.8)	(2.5)	(2.0)	(2.7)	(2.9)	(1.9)	(3.3)	(1.5)
51%-to 75%	27.2	41.9	16.5	25.9	32.1	19.1	26.6	32.4	17.8	28.4	24.9	17.3
	(3.3)	(6.1)	(4.8)	(5.6)	(4.5)	(4.5)	(5.3)	(5.5)	(5.2)	(4.0)	(6.4)	(7.8)
76% to 95%	57.8	43.7	66.0	60.3	53.8	64.5	62.7	48.2	65.4	58.0	55.2	63.0
	(3.6)	(6.1)	(6.1)	(6.3)	(4.8)	(5.5)	(5.8)	(5.9)	(6.4)	(4.4)	(7.4)	(10.0)
More than 95%	10.7	1.2	17.5	12.4	10.4	11.2	7.9	13.6	11.8	9.1	14.8	19.1
	(2.3)	(1.3)	(4.9)	(4.2)	(2.9)	(3.6)	(3.2)	(4.0)	(4.3)	(2.6)	(5.3)	(8.1)
Number of respondents	400	153	125	117	237	160	124	153	123	244	103	48
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*												
25% or less	29.5	36.0	13.4	36.1	28.6	31.1	29.5	23.2	41.9	28.3	33.1	36.1
	(3.4)	(6.1)	(4.6)	(6.0)	(4.5)	(5.4)	(5.5)	(5.2)	(6.6)	(4.1)	(7.2)	(9.9)
26% to 50%	31.7	36.1	29.8	31.1	34.4	28.1	37.0	26.9	28.3	34.0	25.6	21.8
	(3.5)	(6.1)	(6.2)	(5.8)	(4.7)	(5.2)	(5.9)	(5.4)	(6.0)	(4.4)	(6.7)	(8.5)
51% to 75%	28.5	25.1	29.1	30.7	26.5	31.6	25.0	37.1	20.2	28.4	33.3	21.7
	(3.4)	(5.5)	(6.2)	(5.8)	(4.4)	(5.4)	(5.3)	(5.9)	(5.4)	(4.1)	(7.2)	(8.5)
More than 75%	10.3	2.8	27.8	2.1	10.5	9.1	8.5	12.9	9.6	9.3	8.0	20.5
	(2.3)	(2.1)	(6.1)	(1.8)	(3.0)	(3.3)	(3.4)	(4.1)	(3.9)	(2.7)	(4.2)	(8.3)
Number of respondents	381	142	112	122	223	155	118	141	122	232	97	47

* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Concluded)

Student Enrollment	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	$12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with low income student enrollment of:									
Less than 10%	10.3	14.0	35.5	4.4	27.3	12.5	12.6	11.1	38.8
	(4.7)	(4.8)	(5.5)	(3.0)	(4.3)	(6.4)	(4.0)	(4.5)	(6.8)
10% to 25%	13.1	20.6	34.3	23.6	29.5	13.6	23.2	22.3	26.7
	(5.2)	(5.5)	(5.5)	(6.2)	(4.4)	(6.6)	(5.1)	(5.9)	(6.2)
26% to 50%	33.2	32.6	19.4	22.2	26.9	30.7	32.1	32.4	17.5
	(7.3)	(6.4)	(4.6)	(6.1)	(4.3)	(8.9)	(5.6)	(6.7)	(5.3)
More than 50%	43.4	32.8	10.8	49.8	16.3	43.1	32.1	34.2	17.0
	(7.7)	(6.4)	(3.6)	(7.3)	(3.6)	(9.6)	(5.6)	(6.8)	(5.2)
Number of respondents	83	104	152	98	225	56	139	108	112
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*									
50% or less	7.1	4.2	4.3	7.0	3.1	7.9	8.1	4.9	2.5
	(4.4)	(3.1)	(2.5)	(4.2)	(1.8)	(5.8)	(3.7)	(3.4)	(2.3)
51% to 75%	34.2	27.0	18.4	32.7	21.7	40.7	26.6	34.7	14.9
	(8.2)	(6.8)	(4.8)	(7.7)	(4.4)	(10.6)	(6.0)	(7.5)	(5.2)
76% to 95%	58.7	58.8	54.0	60.3	60.0	46.1	61.2	53.6	58.4
	(8.5)	(7.6)	(6.2)	(8.0)	(5.2)	(10.7)	(6.7)	(7.9)	(7.2)
More than 95%	0.0	10.1	23.3	0.0	15.2	5.4	4.0	6.8	24.2
	(0.0)†	(4.6)	(5.3)	(0.0)	(3.8)	(4.9)	(2.7)	(4.0)	(6.3)
Number of respondents	69	85	132	83	192	47	112	91	101
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*									
25% or less	35.7	33.3	16.1	36.8	25.9	26.1	29.9	31.7	21.2
	(8.3)	(7.5)	(4.8)	(7.9)	(4.8)	(10.0)	(6.3)	(7.4)	(6.4)
26% to 50%	40.6	38.2	29.0	42.7	29.4	35.0	39.8	44.0	20.4
	(8.5)	(7.7)	(5.9)	(8.1)	(5.0)	(10.9)	(6.7)	(7.8)	(6.3)
51% to 75%	23.7	21.0	31.9	16.6	30.2	36.6	27.8	20.2	32.7
	(7.3)	(6.4)	(6.1)	(6.1)	(5.0)	(11.0)	(6.1)	(6.3)	(7.4)
More than 75%	0.0	7.5	23.0	3.9	14.4	2.3	2.5	4.1	25.7
	(0.0)	(4.2)	(5.5)	(3.2)	(3.8)	(3.4)	(2.1)	(3.1)	(6.9)
Number of respondents	69	81	121	81	181	42	110	91	88

* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11A: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Staffing Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
For students in secondary schools, percentage in schools whose FTE special education staff included:												
Fewer than 5 professionals	27.6	10.2	28.1	41.2	25.1	30.8	25.5	28.3	32.2	23.4	39.8	39.2
	(3.0)	(3.4)	(5.2)	(6.0)	(3.8)	(5.0)	(4.5)	(5.1)	(6.0)	(3.4)	(7.2)	(9.5)
5 to 10 professionals	45.5	37.5	51.8	47.2	45.6	45.9	49.6	42.7	39.3	49.1	34.0	37.2
	(3.4)	(5.5)	(5.8)	(6.1)	(4.3)	(5.4)	(5.2)	(5.6)	(6.2)	(4.0)	(7.0)	(9.4)
11 to 25 professionals	19.3	36.3	14.7	10.3	21.1	16.6	18.8	19.9	19.8	19.4	21.8	15.1
	(2.7)	(5.4)	(4.1)	(3.7)	(3.6)	(4.0)	(4.1)	(4.5)	(5.1)	(3.2)	(6.1)	(6.9)
More than 25 professionals	7.5	16.0	5.4	1.2	8.1	6.7	6.1	9.1	8.7	8.1	4.4	8.6
	(1.8)	(4.2)	(2.6)	(1.4)	(2.4)	(2.7)	(2.5)	(3.2)	(3.6)	(2.2)	(3.0)	(5.4)
Number of respondents	462	174	153	128	278	181	161	166	135	297	106	54
For students in secondary schools, average ratio of secondary special education students to special education professionals	13.3	11.9	15.7	12.3	13.4	13.0	12.0	15.4	12.8	12.9	14.5	13.3
	(0.6)	(0.9)	(1.1)	(0.8)	(0.8)	(0.8)	(0.7)	(1.2)	(0.9)	(0.7)	(1.4)	(1.1)
Number of respondents	449	167	151	125	271	175	158	159	132	289	103	52
Percentage in schools with:												
Case managers for special ed. students	84.0	90.8	85.7	76.6	86.5	80.4	87.5	85.2	72.1	87.1	75.3	73.7
	(2.6)	(3.5)	(4.2)	(5.5)	(3.1)	(4.6)	(3.9)	(4.1)	(5.7)	(3.0)	(6.3)	(8.9)
Staff responsible for finding jobs for special ed. students	54.5	75.1	54.3	39.1	54.6	54.2	51.6	59.4	51.9	54.7	59.1	38.6
	(3.6)	(5.3)	(6.0)	(6.2)	(4.6)	(5.7)	(5.8)	(5.7)	(6.4)	(4.4)	(7.2)	(9.7)
Number of respondents	408	149	139	113	250	157	129	155	123	254	101	49
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*												
10% or less	50.4	47.9	44.9	57.0	50.7	49.8	46.0	50.9	61.6	47.1	58.0	61.5
	(3.7)	(6.4)	(6.3)	(6.3)	(4.8)	(5.9)	(6.0)	(5.9)	(6.5)	(4.5)	(7.5)	(9.9)
11% to 25%	11.2	6.0	15.2	11.5	8.9	14.7	11.8	10.9	10.2	11.9	5.7	15.7
	(2.3)	(3.0)	(4.5)	(4.1)	(2.7)	(4.2)	(3.9)	(3.7)	(4.1)	(2.9)	(3.5)	(7.4)
26% to 50%	5.2	8.5	5.7	2.0	4.5	6.2	5.9	4.8	4.1	6.1	4.1	0.0
	(1.6)	(3.6)	(2.9)	(1.8)	(2.0)	(2.8)	(2.8)	(2.5)	(2.7)	(2.2)	(3.0)	(0.0)
More than 50%	33.2	37.5	34.1	29.5	35.8	29.4	36.3	33.4	24.1	34.9	32.2	22.8
	(3.5)	(6.2)	(6.0)	(5.8)	(4.6)	(5.4)	(5.7)	(5.6)	(5.8)	(4.3)	(7.1)	(8.5)
Number of respondents	384	138	127	117	231	152	122	152	110	238	95	47

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11B: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Staffing Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
For students in secondary schools, percentage in schools whose FTE special education staff included:									
Fewer than 5 professionals	15.8	28.5	30.3	27.1	26.8	14.9	25.0	25.6	26.8
	(5.6)	(6.3)	(5.4)	(6.5)	(4.4)	(7.0)	(5.2)	(6.2)	(6.3)
5 to 10 professionals	46.5	47.2	43.4	34.0	52.4	48.6	47.0	35.5	50.4
	(7.6)	(6.9)	(5.8)	(6.9)	(4.9)	(9.8)	(6.0)	(6.8)	(7.1)
11 to 25 professionals	28.5	14.5	21.8	29.2	15.5	24.1	19.9	31.0	16.8
	(6.9)	(4.9)	(4.8)	(6.6)	(3.6)	(8.4)	(4.8)	(6.6)	(5.3)
More than 25 professionals	9.2	9.8	4.5	9.7	5.2	12.4	8.1	7.9	5.9
	(4.4)	(4.1)	(2.4)	(4.3)	(2.2)	(6.5)	(3.3)	(3.9)	(3.4)
Number of respondents	85	101	150	100	221	55	139	107	109
For students in secondary schools, average ratio of secondary special education students to special education professionals	11.5	12.7	13.7	12.6	13.0	12.1	11.8	12.6	13.5
	(1.0)	(1.1)	(0.9)	(1.1)	(0.8)	(1.1)	(0.8)	(1.1)	(1.1)
Number of respondents	83	96	145	97	212	55	135	104	104
Percentage in schools with:									
Case managers for special ed. students	87.2	84.6	82.4	82.0	83.9	92.2	76.2	88.4	90.5
	(5.5)	(5.6)	(4.6)	(6.1)	(3.8)	(6.1)	(5.7)	(4.9)	(4.3)
Staff responsible for finding jobs for special ed. students	61.8	47.0	60.3	54.3	51.5	69.3	49.5	63.8	62.8
	(7.9)	(7.6)	(6.0)	(7.9)	(5.2)	(9.8)	(6.5)	(7.4)	(7.3)
Number of respondents	74	81	137	83	196	42	114	96	97
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*									
10% or less	48.0	45.5	42.6	58.7	42.3	59.5	52.7	46.1	39.6
	(8.3)	(7.9)	(6.2)	(8.3)	(5.2)	(10.5)	(6.6)	(8.0)	(7.5)
11% to 25%	9.0	17.4	10.6	8.1	11.2	22.1	4.8	14.3	21.2
	(4.7)	(6.0)	(3.9)	(4.6)	(3.3)	(8.9)	(2.8)	(5.6)	(6.2)
26% to 50%	5.2	6.7	4.7	6.4	5.4	0.0	3.7	6.7	6.1
	(3.7)	(4.0)	(2.6)	(4.2)	(2.4)	(0.0)	(2.5)	(4.0)	(3.7)
More than 50%	37.8	30.3	42.1	26.8	41.1	18.4	38.8	33.0	33.0
	(8.0)	(7.3)	(6.2)	(7.5)	(5.2)	(8.3)	(6.4)	(7.6)	(7.2)
Number of respondents	73	76	129	74	189	46	113	86	94

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

School Policies	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
MAINSTREAMING												
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	34.0	41.7	30.9	30.5	31.8	37.0	34.2	32.5	36.7	32.8	34.9	35.8
	(3.5)	(6.0)	(5.9)	(5.8)	(4.4)	(5.6)	(5.6)	(5.5)	(6.4)	(4.2)	(7.1)	(9.7)
Number of respondents	392	148	125	118	237	154	124	154	114	242	98	48
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*												
Special inservice training	41.9	43.2	53.9	31.0	38.6	46.4	37.4	44.2	48.8	41.5	42.0	45.9
	(3.6)	(6.1)	(6.3)	(5.9)	(4.6)	(5.8)	(5.7)	(5.8)	(6.6)	(4.4)	(7.3)	(10.0)
Consultation services	95.3	96.8	96.0	93.5	95.0	95.7	93.5	96.7	97.1	94.3	99.1	96.0
	(1.5)	(2.2)	(2.5)	(3.1)	(2.0)	(2.4)	(2.9)	(2.1)	(2.2)	(2.1)	(1.4)	(3.9)
Special materials	56.7	54.5	66.8	50.2	55.8	57.9	60.5	58.0	43.4	63.7	40.3	29.7
	(3.6)	(6.1)	(6.0)	(6.3)	(4.7)	(5.7)	(5.8)	(5.7)	(6.6)	(4.3)	(7.3)	(9.2)
Classroom aides	31.6	34.5	39.0	23.6	32.9	29.7	24.5	42.0	27.8	32.1	32.5	22.6
	(3.4)	(5.9)	(6.2)	(5.4)	(4.4)	(5.3)	(5.1)	(5.7)	(5.9)	(4.2)	(7.0)	(8.4)
Reduced class size	11.3	5.1	22.6	6.6	12.3	9.9	7.3	14.4	15.2	9.6	15.7	19.1
	(2.3)	(2.7)	(5.3)	(3.1)	(3.1)	(3.5)	(3.1)	(4.1)	(4.7)	(2.6)	(5.4)	(7.9)
None of these	0.9	2.5	0.0	0.4	1.0	0.7	1.2	0.4	0.9	1.0	0.9	0.0
	(0.7)	(1.9)	(0.0)	(0.8)	(0.9)	(1.0)	(1.3)	(0.7)	(1.3)	(0.9)	(1.4)	(0.0)
Number of respondents	394	147	127	118	237	156	124	155	115	243	98	49
GRADING												
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*												
On same standard as regular education students	64.7	73.2	69.1	54.8	65.7	63.0	61.6	72.8	55.2	65.5	66.5	49.9
	(3.7)	(5.6)	(6.4)	(6.5)	(4.7)	(5.9)	(6.0)	(5.5)	(6.9)	(4.5)	(7.2)	(10.4)
On different standard	34.4	26.8	30.9	42.9	34.3	34.7	37.0	27.2	43.3	33.3	33.5	50.1
	(3.6)	(5.6)	(6.4)	(6.4)	(4.7)	(5.8)	(5.9)	(5.5)	(6.9)	(4.4)	(7.2)	(10.4)
Did not grade mainstreamed students	0.9	0.0	0.0	2.3	0.0	2.3	1.4	0.0	1.5	1.2	0.0	0.0
	(0.7)	(0.0)	(0.0)	(1.9)	(0.0)	(1.8)	(1.4)	(0.0)	(1.7)	(1.0)	(0.0)	(0.0)
Number of respondents	360	139	107	112	219	140	117	139	104	220	90	46

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
MAINSTREAMING									
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	30.6	36.7	39.3	36.3	37.0	29.2	35.3	42.0	29.6
	(7.8)	(7.6)	(6.0)	(8.1)	(5.1)	(9.7)	(6.4)	(7.8)	(6.8)
Number of respondents	71	78	135	76	191	47	112	88	99
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*									
Special inservice training	34.3	35.2	52.5	44.0	40.5	30.5	30.7	36.8	55.6
	(8.0)	(7.5)	(6.1)	(8.3)	(5.1)	(9.8)	(6.1)	(7.6)	(7.4)
Consultation services	95.5	89.7	99.2	92.7	98.7	81.3	93.1	95.9	94.3
	(3.5)	(4.8)	(1.1)	(4.3)	(1.2)	(8.3)	(3.4)	(3.1)	(3.5)
Special materials	64.3	57.9	58.3	59.4	60.1	61.5	57.8	64.4	58.4
	(8.0)	(7.8)	(6.0)	(8.2)	(5.1)	(10.4)	(6.6)	(7.6)	(7.3)
Classroom aides	30.6	28.0	36.5	17.5	35.4	32.2	32.1	23.3	38.2
	(7.7)	(7.1)	(5.9)	(6.3)	(5.0)	(10.0)	(6.2)	(6.7)	(7.2)
Reduced class size	3.9	9.8	24.2	6.5	15.6	2.9	8.2	3.3	26.4
	(3.2)	(4.7)	(5.2)	(4.1)	(3.8)	(3.6)	(3.6)	(2.8)	(6.6)
None of these	0.6	1.3	0.0	3.9	0.0	0.0	0.9	2.0	0.0
	(1.3)	(1.8)	(0.0)	(3.2)	(0.0)	(0.0)	(1.2)	(2.2)	(0.0)
Number of respondents	72	78	136	77	192	47	114	89	98
GRADING									
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*									
On same standard as regular education students	63.3	66.1	72.6	66.7	64.4	74.0	63.4	67.9	74.0
	(8.4)	(7.8)	(5.7)	(8.1)	(5.3)	(9.6)	(6.7)	(7.8)	(6.7)
On different standard	34.1	32.8	27.4	33.3	35.0	20.9	33.7	32.1	26.0
	(8.2)	(7.7)	(5.7)	(8.1)	(5.3)	(8.9)	(6.6)	(7.8)	(6.7)
Did not grade mainstreamed students	2.7	1.1	0.0	0.0	0.5	5.1	2.9	0.0	0.0
	(2.8)	(1.7)	(0.0)	(0.0)	(0.8)	(4.8)	(2.3)	(0.0)	(0.0)
Number of respondents	67	72	123	73	169	44	104	80	91

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Continued)

School Policies	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
GRADING (CONCLUDED)												
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*												
On same standard as regular classes	18.1	15.2	13.4	23.9	18.3	17.9	18.5	17.7	17.8	17.3	21.5	14.8
	(2.9)	(4.6)	(4.5)	(5.5)	(3.7)	(4.6)	(4.7)	(4.6)	(5.2)	(3.5)	(6.3)	(7.2)
On standard different from regular classes	81.2	84.8	86.6	74.5	81.7	80.5	80.1	82.3	82.2	81.8	78.5	85.2
	(2.9)	(4.6)	(4.5)	(5.6)	(3.7)	(4.8)	(4.9)	(4.6)	(5.2)	(3.6)	(6.3)	(7.2)
Did not give grades for special education classes	0.6	0.0	0.0	1.6	0.0	1.6	1.4	0.0	0.0	0.9	0.0	0.0
	(0.6)	(0.0)	(0.0)	(1.6)	(0.0)	(1.5)	(1.4)	(0.0)	(0.0)	(0.9)	(0.0)	(0.0)
Number of respondents	369	135	116	116	224	144	118	143	108	226	90	49
PRIMARY SCHOOL FUNCTION												
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**												
Academic skills	48.0	51.6	60.5	35.0	49.0	46.8	42.6	54.7	49.8	48.0	48.9	50.1
	(3.8)	(6.8)	(6.3)	(6.2)	(4.9)	(6.1)	(5.9)	(6.3)	(6.8)	(4.6)	(8.0)	(10.6)
Independent living skills	45.6	41.6	28.3	62.9	44.5	47.1	54.4	34.5	43.5	45.7	42.8	46.8
	(3.8)	(6.7)	(5.8)	(6.2)	(4.9)	(6.1)	(6.0)	(6.0)	(6.8)	(4.6)	(7.9)	(10.6)
Skills for employment	6.4	6.8	11.2	2.0	6.5	6.2	3.0	10.8	6.7	6.4	8.3	3.2
	(1.9)	(3.4)	(4.1)	(1.8)	(2.4)	(2.9)	(2.1)	(3.9)	(3.4)	(2.3)	(4.4)	(3.7)
Number of respondents	360	122	122	114	217	142	121	131	108	226	85	45
SUSPENSION/EXPULSION												
Percentage in schools in which special education students:												
Could not be suspended or expelled	23.3	20.8	26.8	22.2	20.5	27.4	24.0	21.3	25.8	22.1	23.2	28.8
	(3.0)	(4.9)	(5.4)	(5.4)	(3.7)	(5.1)	(5.0)	(4.7)	(5.6)	(3.6)	(6.2)	(9.1)
Could only be suspended	21.0	23.2	19.0	21.3	20.9	21.2	18.5	26.2	16.0	21.8	19.9	18.2
	(2.9)	(5.1)	(4.8)	(5.3)	(3.7)	(4.7)	(4.5)	(5.1)	(4.7)	(3.6)	(5.9)	(7.7)
Could only be expelled	19.5	17.5	15.4	25.0	22.0	15.7	20.0	18.1	21.3	19.5	19.1	22.5
	(2.8)	(4.6)	(4.4)	(5.6)	(3.8)	(4.2)	(4.7)	(4.4)	(5.2)	(3.5)	(5.8)	(8.4)
Could be both suspended and expelled	36.2	38.6	38.7	31.5	36.6	35.7	37.5	34.5	36.9	36.7	37.7	30.4
	(3.5)	(5.9)	(5.9)	(6.0)	(4.4)	(5.5)	(5.7)	(5.5)	(6.2)	(4.2)	(7.2)	(9.2)
Number of respondents	409	153	138	115	249	159	128	158	123	255	100	50

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.
** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Continued)

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
GRADING (CONCLUDED)									
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*									
On same standard as regular classes	17.1	17.7	15.0	18.2	14.0	18.7	21.1	18.6	11.5
	(6.4)	(6.3)	(4.5)	(6.7)	(3.7)	(8.7)	(5.7)	(6.4)	(4.8)
On standard different from regular classes	80.3	82.3	85.0	81.8	86.0	76.1	76.8	81.4	88.5
	(6.8)	(6.3)	(4.5)	(6.7)	(3.7)	(9.5)	(5.8)	(6.4)	(4.8)
Did not give grades for special education classes	2.6	0.0	0.0	0.0	0.0	5.2	2.1	0.0	0.0
	(2.7)	(0.0)	(0.0)	(0.0)	(0.0)	(4.9)	(2.0)	(0.0)	(0.0)
Number of respondents	69	72	126	71	180	43	105	81	95
PRIMARY SCHOOL FUNCTION									
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**									
Academic skills	56.7	39.2	61.0	44.7	60.9	28.3	54.0	45.6	56.9
	(8.6)	(7.9)	(6.2)	(8.6)	(5.3)	(10.1)	(6.8)	(8.5)	(7.5)
Independent living skills	35.7	52.8	31.9	43.1	33.7	69.9	43.2	44.6	30.6
	(8.4)	(8.1)	(5.9)	(8.6)	(5.1)	(10.3)	(6.7)	(8.5)	(7.0)
Skills for employment	7.6	8.0	7.0	12.2	5.4	1.8	2.8	9.8	12.6
	(4.6)	(4.4)	(3.3)	(5.7)	(2.5)	(3.0)	(2.3)	(5.1)	(5.0)
Number of respondents	64	72	124	71	176	41	106	76	92
SUSPENSION/EXPULSION									
Percentage in schools in which special education students:									
Could not be suspended or expelled	23.3	23.0	26.5	21.3	24.5	23.6	25.3	26.8	23.8
	(6.9)	(6.5)	(5.3)	(6.5)	(4.5)	(9.0)	(5.7)	(6.8)	(6.3)
Could only be suspended	14.9	26.0	18.5	17.3	19.5	19.9	19.3	15.2	24.2
	(5.8)	(6.8)	(4.7)	(6.0)	(4.1)	(8.5)	(5.2)	(5.5)	(6.3)
Could only be expelled	22.0	18.3	15.9	13.9	22.7	16.0	25.2	17.7	9.9
	(6.8)	(6.0)	(4.4)	(5.5)	(4.3)	(7.8)	(5.7)	(5.9)	(4.4)
Could be both suspended and expelled	39.8	32.7	39.1	47.5	33.2	40.5	30.2	40.3	42.1
	(8.0)	(7.2)	(5.9)	(8.0)	(4.9)	(10.4)	(6.0)	(7.5)	(7.3)
Number of respondents	74	82	141	83	199	47	116	95	101

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.
** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Concluded)

School Policies	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
SUSPENSION/EXPULSION (CONCLUDED)												
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	83.2	75.9	78.7	94.3	81.0	86.4	82.3	82.6	87.0	81.2	88.1	91.2
	(2.7)	(5.2)	(5.1)	(3.1)	(3.7)	(4.0)	(4.5)	(4.4)	(4.4)	(3.5)	(4.9)	(5.7)
Number of respondents	397	152	135	107	241	155	125	155	117	249	94	50
GRADUATION												
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*												
Special ed. students meet same standards as regular students	91.3	77.9	98.4	94.8	90.0	93.0	90.3	93.7	88.1	91.0	91.5	92.1
	(2.2)	(5.5)	(1.7)	(2.9)	(3.0)	(3.1)	(3.8)	(2.9)	(4.4)	(2.7)	(4.3)	(5.5)
Students pass a minimum competency test	8.7	22.1	1.6	5.2	10.0	7.0	9.7	6.3	11.9	9.0	8.5	7.9
	(2.2)	(5.5)	(1.7)	(2.9)	(3.0)	(3.1)	(3.8)	(2.9)	(4.4)	(2.7)	(4.3)	(5.5)
Number of respondents	358	131	111	115	212	145	104	145	109	215	92	47
Of students in schools that required minimum compentency tests for graduation, percentage in schools whose special education students were:**												
Exempt from such tests	0.8	2.2	0.5	0.0	1.3	0.0	1.5	0.4	0.0	1.1	0.0	0.0
	(0.8)	(2.2)	(1.1)	(0.0)	(1.4)	(0.0)	(1.8)	(0.9)	(0.0)	(1.2)	(0.0)	(0.0)
Held to same testing procedures/ standards as other students	47.9	53.8	34.7	54.6	48.8	46.7	39.0	50.6	65.4	44.0	58.0	58.4
	(4.5)	(7.7)	(7.5)	(7.8)	(5.9)	(7.0)	(7.3)	(7.0)	(8.2)	(5.6)	(8.8)	(13.2)
Given extra help in taking the test	47.9	36.7	60.6	45.2	50.8	43.7	51.2	49.3	34.9	53.9	27.4	43.5
	(4.5)	(7.5)	(7.7)	(7.8)	(5.9)	(7.0)	(7.5)	(7.0)	(8.2)	(5.6)	(8.0)	(13.3)
Given a modified test	14.5	10.9	28.7	4.4	13.6	15.8	14.4	16.2	10.4	15.1	12.5	14.8
	(3.2)	(4.8)	(7.1)	(3.2)	(4.1)	(5.1)	(5.3)	(5.2)	(5.2)	(4.0)	(5.9)	(9.5)
Allowed to meet different standards	13.7	8.5	33.4	0.0	13.3	14.4	11.3	17.0	11.6	13.5	12.5	19.3
	(3.1)	(4.3)	(7.4)	(0.0)	(4.0)	(4.9)	(4.7)	(5.3)	(5.5)	(3.8)	(5.9)	(10.6)
Number of respondents	255	93	85	76	153	102	77	108	70	156	69	28

* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.
** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Concluded)

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
SUSPENSION/EXPULSION (CONCLUDED)									
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	79.7	79.4	86.7	67.1	87.6	84.9	83.2	80.0	83.2
	(6.6)	(6.4)	(4.2)	(7.6)	(3.5)	(7.6)	(5.0)	(6.3)	(5.5)
Number of respondents	73	79	135	81	190	47	112	89	101
GRADUATION									
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*									
Special ed. students meet same standards as regular students	85.2	89.5	93.9	85.3	91.0	97.3	91.6	83.4	92.3
	(6.1)	(5.3)	(3.1)	(6.5)	(3.1)	(3.7)	(4.0)	(6.2)	(4.1)
Students pass a minimum competency test	14.8	10.5	6.1	14.7	9.0	2.7	8.4	16.6	7.7
	(6.1)	(5.3)	(3.1)	(6.5)	(3.1)	(3.7)	(4.0)	(6.2)	(4.1)
Number of respondents	69	66	124	67	177	43	100	81	92
Of students in schools that required minimum competency tests for graduation, percentage in schools whose special education students were:**									
Exempt from such tests	2.6	0.0	0.7	3.3	0.4	0.0	0.0	4.2	0.0
	(3.3)	(0.0)	(1.3)	(3.7)	(0.8)	(0.0)	(0.0)	(4.1)	(0.0)
Held to same testing procedures/ standards as other students	43.1	44.7	54.2	31.3	52.1	45.6	47.5	44.5	50.8
	(10.4)	(9.6)	(7.4)	(9.9)	(6.5)	(12.2)	(8.3)	(10.1)	(8.7)
Given extra help in taking the test	58.8	52.5	48.5	61.2	54.8	39.8	59.2	49.9	43.6
	(10.3)	(9.6)	(7.4)	(10.4)	(6.5)	(12.0)	(8.2)	(10.2)	(8.7)
Given a modified test	17.3	9.4	18.2	19.2	16.2	10.4	11.6	12.6	22.3
	(7.9)	(5.6)	(5.7)	(8.4)	(4.8)	(7.5)	(5.3)	(6.8)	(7.3)
Allowed to meet different standards	10.6	11.9	12.1	9.3	15.9	7.5	9.0	6.4	20.3
	(6.5)	(6.3)	(4.8)	(6.2)	(4.8)	(6.5)	(4.8)	(5.0)	(7.0)
Number of respondents	43	50	92	46	125	36	69	54	72

* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.
** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Coordination Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	79.2	71.5	72.9	90.7	80.2	77.7	78.0	80.5	80.0	77.9	84.4	79.2
	(3.0)	(5.5)	(5.7)	(3.7)	(3.7)	(4.9)	(4.8)	(4.6)	(5.4)	(3.7)	(5.5)	(8.7)
Number of respondents	394	150	124	117	242	151	128	152	114	252	94	44
Percentage in schools with at least monthly contact with:												
State vocational rehabilitation agency (VR)	24.6	20.4	28.6	24.4	21.3	29.6	19.7	25.6	35.7	21.8	34.6	29.9
	(3.2)	(5.2)	(5.6)	(5.5)	(3.9)	(5.4)	(4.8)	(5.2)	(6.3)	(3.7)	(7.3)	(9.2)
State developmental disabilities agency	14.8	21.6	12.7	10.4	16.5	12.2	16.3	11.6	17.9	15.4	14.7	10.9
	(3.0)	(5.8)	(4.4)	(5.2)	(4.0)	(4.5)	(4.9)	(4.3)	(5.8)	(3.7)	(6.4)	(7.8)
Vocational schools	33.4	25.0	29.0	43.9	31.7	35.9	30.9	30.9	46.3	32.0	32.5	45.4
	(3.6)	(5.8)	(5.7)	(6.6)	(4.5)	(5.8)	(5.6)	(5.7)	(6.9)	(4.3)	(7.4)	(10.6)
Colleges	10.0	5.2	17.2	6.2	10.6	9.0	9.6	13.2	3.3	11.0	10.9	0.0
	(2.3)	(3.1)	(4.8)	(3.4)	(3.1)	(3.5)	(3.7)	(4.2)	(2.6)	(3.0)	(5.0)	(0.0)
Mental health agencies	26.6	19.8	26.7	31.1	26.4	26.9	28.7	25.6	22.6	28.8	20.6	15.5
	(3.3)	(5.1)	(5.5)	(5.9)	(4.2)	(5.2)	(5.3)	(5.3)	(5.5)	(4.1)	(6.3)	(7.3)
Social service agencies	37.8	31.3	26.9	50.9	38.5	36.8	38.9	35.4	39.3	38.6	38.3	27.4
	(3.6)	(5.9)	(5.7)	(6.5)	(4.7)	(5.7)	(5.8)	(5.9)	(6.5)	(4.4)	(7.6)	(9.4)
Number of respondents	299	112	116	69	185	113	98	116	85	194	67	34

* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Coordination Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	70.7	78.2	81.5	64.8	79.8	94.0	75.7	74.3	80.5
	(7.6)	(6.4)	(4.9)	(7.8)	(4.2)	(5.2)	(5.7)	(6.7)	(6.2)
Number of respondents	72	82	130	79	190	45	114	94	90
Percentage in schools with at least monthly contact with:									
State vocational rehabilitation agency (VR)	23.4	17.3	27.6	21.7	26.2	6.3	22.3	12.9	30.3
	(7.2)	(6.0)	(5.7)	(7.1)	(4.7)	(5.4)	(5.6)	(5.5)	(7.1)
State developmental disabilities agency	22.3	9.7	10.0	12.2	16.2	9.9	14.2	19.3	7.1
	(8.3)	(5.4)	(4.2)	(6.1)	(4.6)	(7.0)	(5.6)	(7.1)	(4.3)
Vocational schools	31.3	28.6	31.0	30.1	34.1	10.7	26.5	38.9	21.8
	(8.3)	(7.2)	(6.0)	(7.9)	(5.2)	(6.9)	(6.3)	(7.8)	(6.4)
Colleges	4.5	11.8	12.0	0.0	16.1	3.4	11.0	9.2	7.5
	(3.9)	(5.3)	(4.2)	(0.0)	(4.1)	(4.4)	(4.6)	(4.8)	(4.2)
Mental health agencies	25.2	22.9	27.9	22.0	26.4	33.7	18.6	32.0	28.6
	(7.5)	(6.5)	(5.6)	(7.0)	(4.7)	(10.2)	(5.3)	(7.4)	(6.9)
Social service agencies	42.2	33.4	26.3	36.1	33.9	43.2	34.0	41.9	23.9
	(8.5)	(7.4)	(5.7)	(8.0)	(5.2)	(11.1)	(6.5)	(7.7)	(6.7)
Number of respondents	51	60	105	59	138	38	79	71	77

* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Concluded)

Coordination Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*												
Referrals of special education students to VR	86.0	77.5	87.5	90.7	86.4	85.5	87.8	85.2	83.1	85.8	85.3	89.3
	(2.6)	(5.4)	(4.3)	(3.8)	(3.4)	(4.2)	(4.1)	(4.3)	(5.0)	(3.3)	(5.4)	(6.4)
VR staff involvement in writing IEPs	20.1	20.9	30.0	11.7	19.2	21.5	16.3	22.8	24.0	19.1	21.8	22.5
	(3.0)	(5.3)	(6.0)	(4.2)	(3.9)	(4.9)	(4.6)	(5.1)	(5.7)	(3.7)	(6.3)	(8.6)
VR staff being assigned to ongoing work in the school	30.3	32.6	33.8	26.0	26.8	35.3	25.3	32.3	38.9	26.7	37.8	45.2
	(3.5)	(6.1)	(6.2)	(5.7)	(4.4)	(5.7)	(5.5)	(5.7)	(6.5)	(4.1)	(7.4)	(10.3)
VR and school staff collaboration in developing programs	27.8	26.4	37.2	21.3	28.1	27.1	27.3	31.1	21.9	27.4	28.3	29.1
	(3.4)	(5.7)	(6.4)	(5.3)	(4.4)	(5.3)	(5.6)	(5.6)	(5.5)	(4.2)	(6.9)	(9.4)
No VR contact or no action taken	10.9	17.3	8.7	8.3	11.9	9.7	10.1	11.7	11.4	12.0	6.3	10.7
	(2.4)	(4.9)	(3.7)	(3.6)	(3.2)	(3.5)	(3.8)	(3.9)	(4.2)	(3.0)	(3.7)	(6.4)
Number of respondents	369	136	120	112	219	149	111	143	115	225	93	47
Percentage in schools that usually or always:												
When students changed schools:												
Transferred IEPs	21.3	31.2	26.9	8.0	23.0	18.9	22.8	20.8	18.4	24.2	14.6	8.7
	(2.9)	(5.6)	(5.4)	(3.4)	(3.9)	(4.5)	(4.8)	(4.7)	(5.0)	(3.7)	(5.2)	(5.6)
Transferred files	21.3	31.2	26.9	8.0	23.0	18.9	22.8	20.8	18.5	24.2	14.6	8.8
	(2.9)	(5.6)	(5.4)	(3.4)	(3.9)	(4.5)	(4.8)	(4.7)	(5.0)	(3.7)	(5.2)	(5.7)
Discussed student needs with other schools' staff	15.1	19.3	20.3	6.4	16.2	13.4	16.8	13.9	12.9	18.1	6.2	5.4
	(2.6)	(4.8)	(4.9)	(3.1)	(3.4)	(3.9)	(4.3)	(4.0)	(4.3)	(3.4)	(3.5)	(4.5)
When students became clients of service agencies:												
Sent files to agencies	17.3	23.3	21.2	7.7	18.0	16.2	18.7	16.4	15.5	19.8	12.0	5.4
	(2.8)	(5.3)	(5.0)	(3.5)	(3.6)	(4.4)	(4.7)	(4.4)	(4.8)	(3.6)	(5.0)	(4.6)
Discussed student needs with agency staff	14.3	19.4	19.6	5.1	14.1	14.7	15.5	12.7	14.5	16.3	10.1	4.4
	(2.5)	(5.0)	(4.8)	(2.8)	(3.2)	(4.1)	(4.2)	(3.9)	(4.6)	(3.3)	(4.6)	(4.2)
Number of respondents	388	140	137	108	236	151	120	151	116	242	93	49

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Concluded)

Coordination Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*									
Referrals of special education students to VR	84.6	86.0	84.5	77.4	88.7	82.4	85.4	82.6	86.5
	(6.2)	(5.8)	(4.6)	(7.4)	(3.5)	(8.6)	(5.0)	(6.2)	(5.3)
VR staff involvement in writing IEPs	24.0	15.3	25.1	30.3	20.9	10.2	21.5	22.4	19.6
	(7.3)	(6.0)	(5.5)	(8.1)	(4.4)	(6.8)	(5.9)	(6.8)	(6.1)
VR staff being assigned to ongoing work in the school	29.0	27.2	25.9	29.6	28.3	12.0	24.8	22.3	31.6
	(7.8)	(7.5)	(5.5)	(8.1)	(4.9)	(7.3)	(6.2)	(6.8)	(7.1)
VR and school staff collaboration in developing programs	21.3	29.3	28.2	20.8	31.6	11.5	15.3	30.9	33.2
	(7.0)	(7.6)	(5.7)	(7.2)	(5.1)	(7.2)	(5.1)	(7.6)	(7.2)
No VR contact or no action taken	11.3	14.0	12.0	16.1	9.3	16.1	10.1	16.6	9.9
	(5.4)	(5.8)	(4.1)	(6.5)	(3.2)	(8.3)	(4.3)	(6.1)	(4.6)
Number of respondents	68	71	128	70	180	43	100	85	93
Percentage in schools that usually or always:									
When students changed schools:									
Transferred IEPs	27.5	28.1	18.3	39.7	18.8	17.6	23.4	23.1	25.4
	(7.3)	(6.9)	(4.6)	(7.8)	(4.0)	(8.1)	(5.5)	(6.5)	(6.4)
Transferred files	27.5	28.1	18.4	39.7	18.8	17.6	23.4	23.1	25.4
	(7.3)	(6.9)	(4.6)	(7.8)	(4.0)	(8.1)	(5.5)	(6.5)	(6.4)
Discussed student needs with other schools' staff	19.1	20.6	14.1	23.9	14.3	13.8	16.6	15.7	18.8
	(6.4)	(6.2)	(4.2)	(6.9)	(3.6)	(7.4)	(4.9)	(5.6)	(5.7)
When students became clients of service agencies:									
Sent files to agencies	21.0	27.9	13.9	29.4	15.8	14.5	14.5	24.9	22.3
	(6.9)	(7.1)	(4.2)	(7.6)	(3.8)	(8.0)	(4.7)	(6.8)	(6.4)
Discussed student needs with agency staff	17.0	22.3	11.3	22.1	14.6	6.5	11.5	18.2	20.4
	(6.3)	(6.4)	(3.9)	(6.8)	(3.7)	(5.2)	(4.2)	(6.0)	(6.1)
Number of respondents	69	79	134	76	191	42	111	90	93

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14A: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH SPEECH IMPAIRMENTS

Programming Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools with 12th grade, percentage in schools that usually or always:*												
Focused IEPs for seniors on the period after secondary school	7.1	11.2	8.7	2.7	8.7	4.9	7.4	6.8	7.1	8.0	4.3	5.7
	(1.9)	(4.1)	(3.6)	(2.1)	(2.7)	(2.6)	(3.3)	(3.0)	(3.3)	(2.5)	(3.0)	(4.7)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	5.6	8.6	8.2	1.4	6.5	4.4	6.9	3.3	6.9	6.1	3.8	2.8
	(1.7)	(3.6)	(3.6)	(1.5)	(2.4)	(2.4)	(3.1)	(2.2)	(3.3)	(2.2)	(2.9)	(3.4)
Number of respondents	374	138	122	113	221	152	114	143	117	229	95	46
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	15.1	14.8	21.3	9.8	15.4	14.6	16.1	16.3	10.0	16.0	14.9	9.0
	(2.7)	(4.7)	(5.4)	(3.9)	(3.6)	(4.3)	(4.7)	(4.6)	(3.9)	(3.5)	(5.4)	(5.9)
Number of respondents	368	133	120	113	221	146	109	137	122	222	94	48
Average number of years school transition programs operated	5.7	8.2	5.0	---	5.8	5.5	4.6	6.4	7.7	5.7	---	---
	(0.9)	(1.5)	(1.2)		(1.3)	(1.2)	(1.4)	(1.3)	(2.0)	(1.1)		
Number of respondents	57	22	25	9	32	25	17	25	15	38	13	6

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14B: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH SPEECH IMPAIRMENTS

Programming Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with 12th grade, percentage in schools that usually or always:*									
Focused IEPs for seniors on the period after secondary school	6.9	9.1	6.3	6.4	6.8	8.9	5.3	7.6	8.9
	(4.3)	(4.8)	(3.0)	(4.2)	(2.7)	(6.5)	(3.2)	(4.2)	(4.3)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	8.5	7.7	5.0	8.4	6.3	1.1	3.5	9.2	8.1
	(4.7)	(4.4)	(2.8)	(4.9)	(2.6)	(2.3)	(2.6)	(4.7)	(4.2)
Number of respondents	69	72	128	71	185	42	103	86	94
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	5.3	17.3	9.6	14.2	11.6	2.4	4.8	17.7	14.3
	(3.9)	(6.4)	(3.7)	(6.2)	(3.5)	(3.7)	(3.0)	(6.2)	(5.5)
Number of respondents	68	70	127	69	184	39	101	88	89
Average number of years school transition programs operated	---	---	---	---	7.1	---	---	---	---
					(1.6)				
Number of respondents	5	11	14	11	24	2	7	14	13

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 15A: EDUCATIONAL PLACEMENTS OF STUDENTS WITH SPEECH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Educational Placements	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in:												
Grades 7 or 8	19.4	14.3	23.4	16.0	17.9	21.8	37.8	3.1	0.8	23.8	9.9	0.0
	(2.8)	(4.6)	(5.2)	(4.6)	(3.5)	(4.7)	(5.4)	(2.0)	(1.2)	(3.7)	(4.5)	(0.0)
Grades 9 or 10	48.8	50.0	46.5	52.0	54.4	40.4	59.7	48.2	15.1	55.6	29.0	20.5
	(3.5)	(6.5)	(6.1)	(6.3)	(4.6)	(5.5)	(5.4)	(5.7)	(4.9)	(4.3)	(6.9)	(7.7)
Grades 11 or 12	29.2	34.0	28.1	29.4	25.4	34.7	0.8	46.2	78.2	17.6	61.0	75.4
	(3.2)	(6.2)	(5.5)	(5.7)	(4.0)	(5.4)	(1.0)	(5.7)	(5.6)	(3.3)	(7.4)	(8.2)
Ungraded programs	2.6	1.6	2.0	2.6	2.3	3.1	1.7	2.4	6.0	3.0	0.2	4.0
	(1.1)	(1.6)	(1.7)	(2.0)	(1.4)	(2.0)	(1.4)	(1.8)	(3.2)	(1.5)	(0.6)	(3.8)
Number of respondents	409	131	134	118	241	165	142	160	107	255	90	56
Percentage in:												
Special schools for youth with disabilities	5.0	3.8	8.3	2.0	5.1	5.0	7.4	1.8	5.7	5.9	3.9	0.8
	(1.5)	(2.4)	(3.3)	(1.7)	(2.0)	(2.4)	(2.9)	(1.5)	(3.1)	(2.0)	(2.8)	(1.7)
Regular schools but in no regular education classes	7.1	9.1	5.1	5.8	6.3	8.3	5.2	8.4	9.5	7.1	6.2	10.2
	(1.8)	(3.6)	(2.6)	(2.9)	(2.2)	(3.1)	(2.5)	(3.1)	(3.9)	(2.2)	(3.5)	(5.7)
Regular education classes for nonacademics* only	17.0	28.6	7.2	17.7	17.9	15.6	15.8	16.7	21.7	14.6	20.7	24.3
	(2.6)	(5.7)	(3.1)	(4.8)	(3.4)	(4.0)	(4.0)	(4.1)	(5.5)	(3.0)	(5.9)	(8.0)
Regular education classes for some academics*	49.1	37.1	56.9	51.6	50.3	47.0	45.4	51.8	53.8	47.3	54.3	56.3
	(3.5)	(6.1)	(6.0)	(6.3)	(4.5)	(5.6)	(5.5)	(5.6)	(6.6)	(4.3)	(7.3)	(9.3)
All regular education classes	21.8	21.5	22.6	23.0	20.4	24.0	26.2	21.4	9.3	25.0	14.8	8.4
	(2.9)	(5.2)	(5.0)	(5.3)	(3.6)	(4.8)	(4.8)	(4.6)	(3.8)	(3.7)	(5.2)	(5.2)
Number of respondents	429	142	139	121	255	171	143	171	115	261	100	58
Average percentage of class time in regular education classes:												
As a whole	74.3	66.3	78.0	79.3	74.7	73.6	74.0	77.6	66.5	73.5	77.6	73.2
	(2.6)	(5.0)	(4.1)	(4.4)	(3.2)	(4.5)	(4.2)	(3.9)	(5.2)	(3.2)	(5.5)	(6.8)
In grades 7 or 8	64.9	---	69.0	---	65.8	63.8	65.0	---	---	67.2	---	---
	(7.5)		(9.8)		(8.3)	(13.6)	(7.2)			(7.4)		
In grades 9 or 10	80.1	71.9	80.2	87.2	80.8	78.0	82.8	77.7	---	81.0	---	---
	(3.8)	(7.0)	(6.6)	(5.4)	(4.3)	(7.5)	(4.7)	(5.8)		(3.8)		
In grades 11 or 12	77.2	62.4	85.6	81.2	72.9	81.8	---	81.9	71.4	71.3	87.3	75.8
	(3.5)	(7.9)	(4.6)	(4.7)	(5.2)	(4.6)		(4.7)	(5.2)	(6.1)	(4.3)	(7.0)
In ungraded programs	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	382	125	128	106	226	153	130	151	101	244	82	50

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 15B: EDUCATIONAL PLACEMENTS OF STUDENTS WITH SPEECH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Educational Placements	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in:									
Grades 7 or 8	27.5	27.6	9.2	25.0	19.4	21.7	29.0	21.6	9.8
	(7.2)	(6.8)	(3.7)	(7.4)	(4.1)	(8.6)	(5.8)	(6.5)	(4.6)
Grades 9 or 10	46.7	47.5	50.8	55.2	47.0	49.3	46.6	54.3	44.5
	(8.1)	(7.6)	(6.3)	(8.5)	(5.2)	(10.4)	(6.3)	(7.8)	(7.7)
Grades 11 or 12	24.6	19.3	39.9	17.6	31.0	29.0	22.5	23.3	41.3
	(7.0)	(6.0)	(6.2)	(6.5)	(4.8)	(9.4)	(5.3)	(6.6)	(7.6)
Ungraded programs	1.2	5.6	0.1	2.2	2.6	0.0	1.9	0.8	4.4
	(1.8)	(3.5)	(0.5)	(2.5)	(1.6)	(0.0)	(1.7)	(1.4)	(3.2)
Number of respondents	73	83	126	71	194	47	119	89	91
Percentage in:									
Special schools for youth with disabilities	5.1	9.9	2.5	8.8	4.9	0.0	3.5	6.5	8.1
	(3.5)	(4.5)	(1.9)	(4.6)	(2.2)	(0.0)	(2.3)	(3.8)	(4.2)
Regular schools but in no regular education classes	12.8	7.5	1.4	10.6	3.0	16.5	7.7	5.1	8.2
	(5.3)	(4.0)	(1.4)	(5.1)	(1.7)	(7.6)	(3.4)	(3.4)	(4.2)
Regular education classes for nonacademics* only	19.0	16.5	12.7	19.1	12.2	28.1	20.3	19.0	8.1
	(6.2)	(5.6)	(4.2)	(6.5)	(3.4)	(9.2)	(5.1)	(6.0)	(4.2)
Regular education classes for some academics*	44.2	47.6	54.2	37.1	51.9	41.0	52.4	35.7	51.7
	(7.8)	(7.6)	(6.2)	(7.9)	(5.1)	(10.1)	(6.3)	(7.4)	(7.7)
All regular education classes	19.0	18.5	29.3	24.4	28.1	14.5	16.2	33.7	23.8
	(6.2)	(5.9)	(5.7)	(7.1)	(4.6)	(7.2)	(4.6)	(7.3)	(6.6)
Number of respondents	77	84	132	77	201	49	122	94	94
Average percentage of class time in regular education classes:									
As a whole	69.3	67.4	84.0	69.5	80.7	57.7	70.7	75.8	76.8
	(6.2)	(6.2)	(3.5)	(6.7)	(3.3)	(9.2)	(4.6)	(5.7)	(5.8)
In grades 7 or 8	72.3	63.3	---	---	80.9	---	75.0	---	---
	(11.8)	(12.6)			(7.6)		(8.9)		
In grades 9 or 10	72.4	77.3	83.8	73.6	85.1	67.2	72.5	82.4	83.3
	(10.0)	(8.3)	(5.8)	(9.7)	(5.0)	(11.5)	(7.4)	(8.1)	(8.4)
In grades 11 or 12	63.1	69.3	85.7	67.1	81.1	57.9	66.2	76.2	81.1
	(10.1)	(11.3)	(3.9)	(12.4)	(4.2)	(13.6)	(7.2)	(8.3)	(6.7)
In ungraded programs	---	---	---	---	---	---	---	---	---
Number of respondents	71	76	122	69	183	40	110	86	86

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 16A: COURSE-TAKING BY STUDENTS WITH SPEECH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Course Taking	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average percentage of class time spent in academic* subjects:												
As a whole	58.9	60.6	60.4	56.8	59.5	57.9	61.4	57.7	53.9	59.9	54.8	55.0
	(1.4)	(2.4)	(2.3)	(2.7)	(1.7)	(2.6)	(2.1)	(2.4)	(2.9)	(1.7)	(3.1)	(4.1)
In regular education classes	43.6	36.4	49.1	45.4	43.1	44.2	46.0	44.0	34.9	44.0	42.3	39.2
	(2.2)	(4.2)	(3.4)	(3.8)	(2.7)	(3.6)	(3.4)	(3.5)	(4.1)	(2.6)	(4.6)	(5.9)
In special education classes	15.3	24.2	11.3	11.4	16.4	13.7	15.4	13.7	18.9	15.9	12.5	15.8
	(1.7)	(3.8)	(2.5)	(2.6)	(2.2)	(2.8)	(2.8)	(2.6)	(3.6)	(2.1)	(3.3)	(5.1)
Number of respondents	385	127	129	106	227	155	130	154	101	244	85	50
Average percentage of class time spent in nonacademic* subjects:												
As a whole	14.9	11.1	14.5	16.5	12.7	18.2	16.2	13.1	15.5	15.1	12.6	18.0
	(1.3)	(1.6)	(1.8)	(2.9)	(1.4)	(2.6)	(2.2)	(1.9)	(2.7)	(1.7)	(2.2)	(3.3)
In regular education classes	9.3	8.7	8.6	10.2	8.7	10.1	9.9	9.2	8.2	9.3	8.7	11.1
	(0.8)	(1.3)	(1.2)	(1.4)	(0.9)	(1.3)	(1.2)	(1.2)	(1.4)	(0.9)	(1.6)	(2.2)
In special education classes	5.6	2.4	5.9	6.3	3.9	8.1	6.4	3.9	7.3	5.8	3.9	6.9
	(1.3)	(1.0)	(1.6)	(2.9)	(1.1)	(2.6)	(2.2)	(1.6)	(2.4)	(1.7)	(1.7)	(2.6)
Number of respondents	385	127	129	106	227	155	130	154	101	244	85	50
Percentage taking English/language arts classes:												
As a whole	94.4	94.1	98.2	92.9	97.7	89.5	94.0	94.9	94.3	93.4	97.6	96.9
	(1.7)	(3.1)	(1.7)	(3.4)	(1.4)	(3.6)	(2.7)	(2.6)	(3.2)	(2.2)	(2.4)	(3.5)
In regular education classes	66.5	55.0	74.1	70.0	65.6	67.8	66.3	69.0	61.0	64.5	72.4	70.2
	(3.5)	(6.5)	(5.4)	(6.1)	(4.5)	(5.5)	(5.5)	(5.4)	(6.9)	(4.2)	(7.0)	(9.1)
In special education classes	32.6	43.0	29.8	27.9	38.1	24.8	32.9	29.3	40.1	33.1	31.5	34.6
	(3.4)	(6.5)	(5.7)	(6.0)	(4.6)	(5.0)	(5.4)	(5.3)	(6.9)	(4.2)	(7.3)	(9.5)
Number of respondents	385	127	129	106	227	155	130	154	101	244	85	50
Percentage taking mathematics classes:												
As a whole	82.8	80.7	82.8	83.3	85.5	78.8	91.2	80.0	63.5	87.6	64.5	68.5
	(2.8)	(5.2)	(4.7)	(5.0)	(3.3)	(4.8)	(3.3)	(4.7)	(6.8)	(2.9)	(7.5)	(9.3)
In regular education classes	59.8	47.0	67.4	62.5	61.6	57.1	67.2	58.7	39.4	63.0	46.9	48.8
	(3.6)	(6.6)	(5.8)	(6.5)	(4.6)	(5.8)	(5.4)	(5.7)	(6.9)	(4.3)	(7.9)	(10.0)
In special education classes	23.6	33.7	15.4	22.8	24.6	22.4	24.9	21.9	24.1	25.5	17.6	19.7
	(3.1)	(6.2)	(4.5)	(5.6)	(4.1)	(4.9)	(5.0)	(4.8)	(6.0)	(3.9)	(6.0)	(7.9)
Number of respondents	385	127	129	106	227	155	130	154	101	244	85	50

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16B: COURSE-TAKING BY STUDENTS WITH SPEECH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Course Taking	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average percentage of class time spent in academic* subjects:									
As a whole	59.4	60.5	58.5	60.6	59.2	58.2	60.0	60.9	57.2
	(3.3)	(3.0)	(2.3)	(3.1)	(1.9)	(5.4)	(2.5)	(2.7)	(3.3)
In regular education classes	40.3	41.4	49.7	39.6	47.8	35.2	41.1	44.2	47.7
	(5.1)	(4.9)	(3.4)	(5.5)	(2.9)	(6.7)	(3.9)	(4.8)	(4.4)
In special education classes	19.2	19.1	8.8	21.0	11.4	23.0	18.9	16.8	9.5
	(4.3)	(4.1)	(2.4)	(4.7)	(2.2)	(6.1)	(3.3)	(4.2)	(3.1)
Number of respondents	71	76	123	70	184	40	110	87	87
Average percentage of class time spent in nonacademic* subjects:									
As a whole	15.4	13.9	16.7	12.0	13.9	19.4	13.6	14.8	18.6
	(3.3)	(3.2)	(1.7)	(2.4)	(1.6)	(6.4)	(2.6)	(2.3)	(3.0)
In regular education classes	9.5	6.6	12.6	9.7	9.5	7.4	7.6	11.8	10.6
	(1.8)	(1.5)	(1.4)	(2.1)	(1.1)	(2.3)	(1.3)	(1.9)	(1.6)
In special education classes	5.9	7.4	4.0	2.4	4.5	12.0	6.0	2.9	8.0
	(3.1)	(3.2)	(1.2)	(1.5)	(1.3)	(6.6)	(2.5)	(1.4)	(3.0)
Number of respondents	71	76	123	70	184	40	110	87	87
Percentage taking English/language arts classes:									
As a whole	91.2	95.4	95.2	96.2	96.5	82.6	94.3	95.2	92.5
	(4.6)	(3.4)	(2.7)	(3.3)	(2.0)	(8.5)	(3.1)	(3.4)	(4.2)
In regular education classes	59.9	56.1	80.1	59.3	74.3	41.0	55.1	69.3	78.0
	(8.0)	(7.9)	(5.1)	(8.5)	(4.7)	(11.1)	(6.6)	(7.4)	(6.6)
In special education classes	35.5	41.2	21.7	42.8	26.9	42.6	41.7	32.0	21.2
	(7.8)	(7.9)	(5.3)	(8.5)	(4.7)	(11.1)	(6.5)	(7.5)	(6.5)
Number of respondents	71	76	123	70	184	40	110	87	87
Percentage taking mathematics classes:									
As a whole	84.0	87.1	80.6	84.3	83.4	81.6	88.1	85.1	75.7
	(6.0)	(5.4)	(5.1)	(6.3)	(4.0)	(8.7)	(4.3)	(5.7)	(6.8)
In regular education classes	57.6	56.5	69.4	52.6	66.0	55.6	61.1	58.9	65.4
	(8.1)	(7.9)	(5.9)	(8.6)	(5.1)	(11.2)	(6.4)	(7.9)	(7.5)
In special education classes	26.5	32.5	12.3	31.6	18.8	26.0	27.0	28.2	11.7
	(7.2)	(7.5)	(4.2)	(8.0)	(4.2)	(9.9)	(5.9)	(7.2)	(5.1)
Number of respondents	71	76	123	70	184	40	110	87	87

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16A: COURSE-TAKING BY STUDENTS WITH SPEECH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Course Taking	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage taking science classes:												
As a whole	71.2	70.5	76.0	68.4	76.6	63.0	80.5	71.6	40.7	78.2	50.5	42.1
	(3.3)	(6.0)	(5.3)	(6.2)	(4.0)	(5.6)	(4.6)	(5.3)	(6.9)	(3.7)	(7.9)	(9.9)
In regular education classes	58.0	44.5	67.5	64.1	63.2	50.1	66.3	58.6	30.2	63.4	40.5	38.7
	(3.6)	(6.5)	(5.8)	(6.4)	(4.6)	(5.8)	(5.5)	(5.8)	(6.5)	(4.3)	(7.7)	(9.7)
In special education classes	13.8	26.1	9.2	5.3	14.3	12.9	14.3	14.4	10.5	15.6	10.0	3.4
	(2.5)	(5.8)	(3.6)	(3.0)	(3.3)	(3.9)	(4.0)	(4.1)	(4.3)	(3.2)	(4.7)	(3.6)
Number of respondents	385	127	129	106	227	155	130	154	101	244	85	50
Percentage taking other academic* classes:												
As a whole	77.1	78.3	84.6	67.8	73.3	83.7	78.7	74.5	78.7	76.8	78.4	79.6
	(3.1)	(5.4)	(4.5)	(6.3)	(4.2)	(4.3)	(4.7)	(5.1)	(5.8)	(3.7)	(6.5)	(8.1)
In regular education classes	60.2	50.2	72.5	56.6	57.5	64.9	60.3	60.7	58.5	58.6	65.4	64.6
	(3.6)	(6.6)	(5.5)	(6.6)	(4.7)	(5.6)	(5.7)	(5.7)	(6.9)	(4.4)	(7.5)	(9.6)
In special education classes	17.3	29.1	12.1	11.6	16.2	19.3	18.5	14.3	21.6	18.4	14.4	14.9
	(2.8)	(6.0)	(4.0)	(4.3)	(3.5)	(4.6)	(4.5)	(4.1)	(5.8)	(3.4)	(5.5)	(7.1)
Number of respondents	385	127	129	106	227	155	130	154	101	244	85	50
Percentage taking nonacademic* classes:												
As a whole	88.7	87.3	86.1	90.9	87.4	90.8	95.1	85.8	76.3	89.8	81.5	91.6
	(2.3)	(4.4)	(4.3)	(3.9)	(3.1)	(3.4)	(2.5)	(4.1)	(6.0)	(2.7)	(6.1)	(5.5)
In regular education classes	78.6	79.4	78.3	80.1	79.4	77.4	82.0	80.0	64.8	78.9	73.0	83.8
	(3.0)	(5.3)	(5.1)	(5.3)	(3.8)	(4.9)	(4.4)	(4.7)	(6.7)	(3.6)	(7.0)	(7.4)
In special education classes	24.6	24.1	31.3	15.8	23.0	27.2	26.0	20.4	30.9	24.5	20.7	35.6
	(3.2)	(5.6)	(5.8)	(4.9)	(4.0)	(5.2)	(5.1)	(4.7)	(6.5)	(3.8)	(6.4)	(9.6)
Number of respondents	385	127	129	106	227	155	130	154	101	244	85	50
Percentage taking nonsubject-specific special education classes**	5.5	11.1	7.2	0.2	5.9	5.1	2.2	7.3	11.3	4.7	4.9	16.6
	(1.7)	(4.1)	(3.2)	(0.6)	(2.2)	(2.6)	(1.7)	(3.0)	(4.4)	(1.9)	(3.4)	(7.4)
Number of respondents	385	127	129	106	227	155	130	154	101	244	85	50

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

99

Table 16B: COURSE-TAKING BY STUDENTS WITH SPEECH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Course Taking	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking science classes:									
As a whole	71.8	78.4	74.6	72.5	75.5	74.4	73.7	75.8	75.5
	(7.4)	(6.6)	(5.6)	(7.7)	(4.6)	(9.8)	(5.8)	(6.9)	(6.8)
In regular education classes	52.2	63.8	66.8	49.6	67.1	53.9	58.9	59.6	64.7
	(8.2)	(7.7)	(6.1)	(8.6)	(5.0)	(11.2)	(6.5)	(7.9)	(7.6)
In special education classes	21.0	14.6	7.9	22.9	9.1	20.5	15.8	16.2	10.8
	(6.7)	(5.6)	(3.5)	(7.2)	(3.1)	(9.1)	(4.8)	(5.9)	(4.9)
Number of respondents	71	76	123	70	184	40	110	87	87
Percentage taking other academic* classes:									
As a whole	76.5	79.5	77.9	75.1	79.9	74.1	76.7	78.3	82.6
	(7.0)	(6.5)	(5.3)	(7.5)	(4.3)	(9.9)	(5.6)	(6.6)	(6.0)
In regular education classes	54.9	56.1	70.3	50.8	67.3	48.8	55.9	60.3	69.5
	(8.2)	(7.9)	(5.9)	(8.6)	(5.0)	(11.2)	(6.6)	(7.8)	(7.3)
In special education classes	22.3	23.4	8.6	25.2	13.0	25.3	21.3	18.8	13.4
	(6.8)	(6.8)	(3.6)	(7.5)	(3.6)	(9.8)	(5.4)	(6.3)	(5.4)
Number of respondents	71	76	123	70	184	40	110	87	87
Percentage taking nonacademic* classes:									
As a whole	86.4	92.0	88.9	86.3	89.8	91.6	86.7	90.3	93.3
	(5.6)	(4.3)	(4.0)	(5.9)	(3.2)	(6.2)	(4.5)	(4.7)	(3.9)
In regular education classes	76.6	72.4	85.5	76.5	82.9	68.9	77.5	83.3	77.0
	(6.9)	(7.1)	(4.5)	(7.3)	(4.0)	(10.4)	(5.5)	(6.0)	(6.7)
In special education classes	22.1	34.5	22.9	19.6	24.8	36.2	22.2	21.2	37.8
	(6.8)	(7.6)	(5.4)	(6.8)	(4.6)	(10.8)	(5.5)	(6.6)	(7.7)
Number of respondents	71	76	123	70	184	40	110	87	87
Percentage taking nonsubject-specific special education classes**	5.7	5.1	9.6	3.5	6.1	10.2	3.4	6.9	11.1
	(3.8)	(3.5)	(3.8)	(3.2)	(2.5)	(6.8)	(2.4)	(4.1)	(5.0)
Number of respondents	71	76	123	70	184	40	110	87	87

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH SPEECH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Vocational Education Courses	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage enrolled in:												
Any vocational education	53.3	47.7	62.4	56.4	54.3	52.0	44.1	64.7	56.9	54.5	57.0	39.5
	(3.1)	(5.4)	(5.4)	(5.9)	(4.0)	(5.0)	(4.8)	(4.9)	(5.7)	(3.8)	(6.7)	(8.3)
Occupationally-oriented vocational education	40.3	35.8	47.0	43.7	44.9	33.6	31.5	51.8	42.5	42.2	41.9	25.9
	(3.1)	(5.3)	(5.6)	(5.9)	(4.0)	(4.8)	(4.5)	(5.2)	(5.6)	(3.8)	(6.7)	(7.4)
Home economics-oriented vocational education	21.9	15.2	24.7	22.0	14.1	33.7	19.2	25.0	22.3	19.8	32.6	15.3
	(3.1)	(4.8)	(5.4)	(5.6)	(3.4)	(5.6)	(4.6)	(5.1)	(6.2)	(3.5)	(7.7)	(8.0)
Other vocational education*	9.6	9.3	12.3	8.9	9.8	9.5	6.6	11.7	14.1	9.3	9.6	13.6
	(1.9)	(3.2)	(3.7)	(3.4)	(2.4)	(3.0)	(2.4)	(3.3)	(4.0)	(2.2)	(4.0)	(5.8)
Number of respondents	385	127	129	106	227	155	130	154	101	244	85	50
Average hours per week in:												
Any vocational education	3.3	3.0	3.8	3.9	3.6	3.0	2.2	4.6	4.2	3.2	4.3	3.0
	(0.3)	(0.5)	(0.5)	(0.6)	(0.4)	(0.4)	(0.3)	(0.5)	(0.6)	(0.3)	(0.7)	(0.8)
Occupationally-oriented vocational education	2.3	2.2	2.4	2.9	2.7	1.8	1.4	3.2	3.0	2.2	2.9	2.1
	(0.2)	(0.4)	(0.4)	(0.5)	(0.3)	(0.3)	(0.3)	(0.4)	(0.6)	(0.3)	(0.6)	(0.8)
Home economics-oriented vocational education	0.8	0.6	0.9	0.8	0.6	1.2	0.7	0.9	0.8	0.7	1.3	0.5
	(0.1)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.3)	(0.2)	(0.3)	(0.3)
Other vocational education*	0.5	0.4	0.6	0.3	0.5	0.4	0.3	0.6	0.7	0.5	0.4	0.6
	(0.1)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)	(0.1)	(0.2)	(0.3)
Number of respondents	385	127	129	106	227	155	130	154	101	244	85	50

* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH SPEECH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage enrolled in:									
Any vocational education	49.6	49.3	54.3	44.8	59.5	36.6	51.3	48.1	52.2
	(6.9)	(6.4)	(5.6)	(6.5)	(4.6)	(8.9)	(5.5)	(6.7)	(6.6)
Occupationally-oriented vocational education	35.0	36.2	43.6	29.1	47.4	29.3	37.6	38.8	37.6
	(6.6)	(6.1)	(5.6)	(5.9)	(4.6)	(8.5)	(5.3)	(6.5)	(6.4)
Home economics-oriented vocational education	13.7	29.7	20.0	23.8	24.6	3.1	22.9	16.0	22.9
	(5.9)	(7.6)	(5.2)	(7.5)	(4.7)	(4.0)	(5.9)	(5.9)	(6.7)
Other vocational education*	11.8	9.6	9.0	9.3	9.8	6.3	11.3	8.1	10.1
	(4.5)	(3.8)	(3.2)	(3.8)	(2.8)	(4.6)	(3.5)	(3.6)	(4.0)
Number of respondents	71	76	123	70	184	40	110	87	87
Average hours per week in:									
Any vocational education	2.7	3.0	3.6	2.6	3.9	1.9	3.0	3.2	3.1
	(0.6)	(0.5)	(0.5)	(0.5)	(0.4)	(0.7)	(0.4)	(0.6)	(0.5)
Occupationally-oriented vocational education	1.9	2.0	2.6	1.6	2.8	1.5	2.0	2.3	2.1
	(0.5)	(0.4)	(0.5)	(0.4)	(0.4)	(0.5)	(0.4)	(0.6)	(0.5)
Home economics-oriented vocational education	0.5	0.9	0.8	0.9	0.8	0.2	0.8	0.6	0.7
	(0.2)	(0.3)	(0.2)	(0.3)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)
Other vocational education*	0.6	0.4	0.4	0.5	0.4	0.4	0.4	0.4	0.6
	(0.3)	(0.2)	(0.2)	(0.2)	(0.1)	(0.3)	(0.2)	(0.2)	(0.2)
Number of respondents	71	76	123	70	184	40	110	87	87

* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH SPEECH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

Vocational Education Courses	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in any vocational education courses in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	68.3	65.7	76.8	64.7	71.6	63.3	62.4	75.6	---	69.7	66.5	---
	(5.4)	(9.9)	(8.3)	(9.5)	(6.4)	(9.7)	(7.0)	(7.6)		(5.5)	(17.9)	
11 or 12	72.6	69.5	82.1	67.1	70.1	75.1	---	70.5	78.5	80.3	68.0	65.5
	(5.0)	(8.6)	(7.7)	(9.2)	(7.0)	(7.2)		(7.2)	(6.5)	(7.2)	(8.6)	(11.2)
Ungraded programs	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	408	131	133	118	241	164	142	160	106	255	90	55
Average hours per week in any vocational education in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	3.9	3.5	4.3	4.1	4.2	3.4	3.3	4.8	---	4.1	3.0	---
	(0.5)	(0.8)	(0.8)	(0.8)	(0.6)	(0.8)	(0.5)	(0.8)		(0.5)	(1.4)	
11 or 12	5.9	5.5	6.0	6.0	6.3	5.5	---	5.8	6.1	6.3	5.7	5.4
	(0.6)	(1.0)	(1.0)	(1.1)	(0.9)	(0.8)		(0.9)	(0.8)	(0.9)	(1.0)	(1.4)
Ungraded programs	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	407	131	132	118	240	164	142	160	105	255	89	55
Percentage in occupationally-oriented vocational education courses in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	51.7	51.2	62.3	45.3	59.9	36.8	46.7	57.9	---	55.8	27.2	---
	(5.8)	(10.4)	(9.6)	(9.9)	(7.0)	(9.7)	(7.2)	(8.8)		(6.0)	(16.9)	
11 or 12	59.6	53.4	65.2	60.8	60.4	58.2	---	62.1	57.7	70.7	57.0	41.2
	(5.5)	(9.4)	(9.6)	(9.6)	(7.5)	(8.3)		(7.7)	(7.9)	(8.2)	(9.2)	(11.6)
Ungraded programs	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	405	129	132	118	240	162	140	160	105	253	89	55

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH SPEECH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in any vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	70.6 (11.9)	68.1 (11.4)	66.1 (9.9)	78.8 (10.5)	70.1 (8.0)	47.9 (15.4)	73.9 (9.0)	60.4 (12.3)	62.2 (12.7)
11 or 12	67.5 (13.2)	65.1 (14.3)	80.0 (7.1)	72.9 (14.0)	85.2 (5.6)	38.2 (17.1)	66.2 (11.4)	72.4 (11.0)	83.0 (8.0)
Ungraded programs	---	---	---	---	---	---	---	---	---
Number of respondents	73	83	125	71	193	47	119	89	90
Average hours per week in any vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	4.3 (1.2)	3.9 (0.9)	3.7 (0.8)	4.7 (1.0)	4.1 (0.7)	2.6 (1.3)	4.5 (0.8)	3.7 (1.0)	3.0 (0.9)
11 or 12	5.0 (1.4)	5.3 (1.5)	6.3 (0.9)	5.7 (1.7)	6.8 (0.8)	2.5 (1.4)	4.8 (1.1)	6.3 (1.5)	6.0 (1.0)
Ungraded programs	---	---	---	---	---	---	---	---	---
Number of respondents	73	83	124	71	192	47	119	89	89
Percentage in occupationally-oriented vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	50.8 (13.1)	52.0 (12.2)	54.1 (10.6)	60.8 (12.6)	52.3 (8.7)	42.8 (15.7)	55.2 (10.2)	50.6 (12.6)	43.4 (13.1)
11 or 12	51.0 (14.1)	48.5 (15.0)	63.0 (8.6)	58.7 (15.5)	69.6 (7.3)	26.3 (15.5)	56.7 (11.9)	57.0 (12.1)	59.7 (10.5)
Ungraded programs	---	---	---	---	---	---	---	---	---
Number of respondents	72	83	123	70	192	46	118	89	88

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH SPEECH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

Vocational Education Courses	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours per week in occupationally-oriented vocational education in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	2.5	2.6	2.4	2.8	3.2	1.3	2.5	2.5	---	2.7	1.5	---
	(0.4)	(0.7)	(0.5)	(0.8)	(0.5)	(0.5)	(0.5)	(0.6)		(0.4)	(1.1)	
11 or 12	4.0	3.5	3.8	4.5	4.5	3.3	---	4.2	3.7	4.3	4.1	3.1
	(0.6)	(1.0)	(0.9)	(1.0)	(0.8)	(0.7)		(0.8)	(0.8)	(0.9)	(0.9)	(1.1)
Ungraded programs	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	398	127	130	117	236	159	139	159	100	250	87	53
Percentage in vocational education courses in:												
Regular education classes	50.6	45.6	50.7	57.4	55.9	43.3	42.3	59.4	54.3	51.1	53.7	45.7
	(3.7)	(6.6)	(6.2)	(6.6)	(4.7)	(5.8)	(5.7)	(5.7)	(7.0)	(4.4)	(7.9)	(10.0)
Special education classes	12.3	16.7	12.0	6.8	13.1	10.9	10.2	10.5	23.1	11.3	13.7	18.0
	(2.4)	(4.9)	(4.0)	(3.4)	(3.2)	(3.6)	(3.5)	(3.6)	(5.9)	(2.8)	(5.4)	(7.7)
Number of respondents	385	127	129	106	227	155	130	154	101	244	85	50
Average hours per week in vocational education courses in:*												
Regular education classes	6.5	5.6	6.3	7.8	6.7	6.2	5.3	7.7	6.4	6.2	7.7	7.1
	(0.4)	(0.7)	(0.7)	(0.8)	(0.6)	(0.7)	(0.6)	(0.7)	(0.8)	(0.5)	(1.0)	(1.4)
Special education classes	1.5	2.0	1.5	0.9	1.5	1.3	1.1	1.3	2.5	1.4	1.9	1.7
	(0.3)	(0.6)	(0.5)	(0.4)	(0.4)	(0.4)	(0.4)	(0.4)	(0.7)	(0.3)	(0.7)	(0.7)
Number of respondents	282	95	94	77	166	114	78	120	84	178	65	35

* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH SPEECH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours per week in occupationally-oriented vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	2.4	2.9	2.6	2.7	2.8	2.1	2.5	2.8	2.5
	(0.9)	(0.8)	(0.7)	(0.8)	(0.6)	(1.0)	(0.7)	(0.9)	(1.0)
11 or 12	3.2	3.5	3.9	4.2	4.6	1.6	3.6	4.5	3.2
	(1.2)	(1.3)	(0.9)	(1.7)	(0.8)	(1.2)	(1.0)	(1.5)	(0.9)
Ungraded programs	---	---	---	---	---	---	---	---	---
Number of respondents	71	81	121	68	188	46	115	87	87
Percentage in vocational education courses in:									
Regular education classes	47.3	43.7	54.0	46.2	56.4	36.3	55.6	40.5	47.1
	(8.2)	(7.9)	(6.4)	(8.6)	(5.3)	(10.8)	(6.6)	(7.9)	(7.9)
Special education classes	11.4	18.7	7.9	13.5	9.1	18.4	12.4	12.3	13.4
	(5.2)	(6.2)	(3.5)	(5.9)	(3.1)	(8.7)	(4.4)	(5.3)	(5.4)
Number of respondents	71	76	123	70	184	40	110	87	87
Average hours per week in vocational education courses in:*									
Regular education classes	5.0	6.0	7.9	4.8	7.5	4.4	5.7	7.2	6.4
	(0.8)	(1.0)	(0.8)	(0.8)	(0.7)	(1.2)	(0.6)	(1.2)	(1.0)
Special education classes	1.6	1.9	1.0	1.8	1.1	2.2	1.4	1.8	1.4
	(0.8)	(0.6)	(0.5)	(0.8)	(0.3)	(1.2)	(0.5)	(0.8)	(0.5)
Number of respondents	52	51	91	53	140	22	84	60	62

* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH SPEECH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Vocational Education Courses	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of vocational education students studying:												
Prevocational skills	13.4	12.6	14.6	12.6	12.2	15.6	15.0	11.4	14.4	12.0	14.6	26.3
	(3.1)	(5.3)	(5.6)	(5.5)	(3.8)	(5.7)	(5.7)	(4.5)	(5.8)	(3.6)	(7.0)	(11.4)
Agriculture	7.2	2.3	6.2	10.3	7.9	6.2	7.9	6.0	8.5	7.8	2.1	12.9
	(2.4)	(2.4)	(3.8)	(5.1)	(3.1)	(3.7)	(4.3)	(3.4)	(4.6)	(3.0)	(2.8)	(8.7)
Distributive education	6.2	6.2	6.0	6.5	5.8	6.8	2.9	9.7	5.3	5.9	9.4	3.3
	(2.2)	(3.9)	(3.8)	(4.1)	(2.7)	(3.9)	(2.7)	(4.2)	(3.7)	(2.6)	(5.8)	(4.6)
Health occupations	1.5	0.8	2.7	0.9	1.0	2.4	1.1	0.2	5.2	1.6	1.8	0.0
	(1.1)	(1.4)	(2.6)	(1.6)	(1.1)	(2.4)	(1.7)	(0.7)	(3.7)	(1.4)	(2.6)	(0.0)
Office occupations	34.9	31.6	36.1	37.4	24.0	54.4	38.0	34.2	29.3	35.4	28.1	36.9
	(4.4)	(7.4)	(7.7)	(8.1)	(4.9)	(7.8)	(7.7)	(6.8)	(7.6)	(5.3)	(8.9)	(12.5)
Machine/auto/motor repair	13.2	15.3	13.1	12.4	20.5	0.0	7.6	17.0	16.9	12.6	16.6	14.2
	(3.1)	(5.8)	(5.4)	(5.5)	(4.7)	(0.0)	(4.2)	(5.4)	(6.2)	(3.7)	(7.4)	(9.1)
Construction trades	25.2	26.2	11.2	38.7	33.5	9.3	30.8	21.4	21.1	24.9	32.8	13.9
	(4.0)	(7.0)	(5.0)	(8.1)	(5.5)	(4.5)	(7.4)	(5.9)	(6.8)	(4.8)	(9.3)	(9.0)
Electronics/communications	2.8	5.1	3.7	0.0	4.3	0.0	0.0	5.3	3.3	2.9	4.0	0.2
	(1.5)	(3.5)	(3.0)	(0.0)	(2.4)	(0.0)	(0.0)	(3.2)	(3.0)	(1.9)	(3.9)	(1.1)
Manufacturing/industrial arts	8.1	2.3	9.6	7.5	9.6	5.2	13.1	5.4	3.4	9.6	5.6	0.0
	(2.5)	(2.4)	(4.7)	(4.4)	(3.4)	(3.5)	(5.4)	(3.2)	(3.0)	(3.3)	(4.5)	(0.0)
Painting/decorating/graphic art/ commercial art/drafting	7.6	19.3	5.2	2.3	8.9	5.4	6.8	9.1	6.0	7.1	13.8	2.3
	(2.5)	(6.3)	(3.5)	(2.5)	(3.3)	(3.5)	(4.0)	(4.1)	(4.0)	(2.8)	(6.8)	(3.9)
Food service	5.4	9.0	5.3	3.2	3.6	8.7	5.3	5.1	6.4	5.7	7.2	0.0
	(2.1)	(4.6)	(3.6)	(3.0)	(2.2)	(4.4)	(3.6)	(3.1)	(4.1)	(2.6)	(5.1)	(0.0)
Personal services	1.9	3.2	3.0	0.0	1.1	3.2	1.1	2.9	1.0	0.8	8.1	0.0
	(1.2)	(2.8)	(2.7)	(0.0)	(1.2)	(2.7)	(1.7)	(2.4)	(1.6)	(1.0)	(5.4)	(0.0)
Custodial services	0.8	3.3	0.0	0.0	1.2	0.0	1.1	0.0	1.9	0.8	0.0	2.5
	(0.8)	(2.9)	(0.0)	(0.0)	(1.3)	(0.3)	(1.7)	(0.0)	(2.2)	(1.0)	(0.0)	(4.1)
On-the-job/work experience	8.6	10.2	10.6	5.8	8.7	8.6	3.1	11.3	15.0	8.6	7.5	12.3
	(2.6)	(4.8)	(4.9)	(3.9)	(3.3)	(4.4)	(2.8)	(4.5)	(5.9)	(3.1)	(5.2)	(8.5)
Other	2.8	7.3	1.6	0.0	2.9	2.7	1.6	3.1	4.8	2.6	3.7	0.0
	(1.5)	(4.2)	(2.0)	(0.0)	(1.9)	(2.5)	(2.0)	(2.5)	(3.6)	(1.8)	(3.7)	(0.0)
Number of respondents	242	83	77	68	153	87	68	101	73	156	53	30

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH SPEECH IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of vocational education students studying:									
Prevocational skills	18.5	17.6	10.8	16.8	13.0	13.2	17.9	17.8	7.4
	(8.3)	(7.8)	(5.2)	(8.7)	(4.4)	(10.6)	(6.4)	(7.9)	(5.5)
Agriculture	4.6	3.1	10.0	6.1	7.5	0.0	5.3	8.6	2.8
	(4.5)	(3.6)	(5.0)	(5.6)	(3.5)	(0.0)	(3.7)	(5.8)	(3.4)
Distributive education	6.8	4.2	11.5	5.6	10.3	0.0	7.7	3.3	10.6
	(5.4)	(4.1)	(5.3)	(5.3)	(4.0)	(0.0)	(4.5)	(3.7)	(6.4)
Health occupations	0.0	0.9	1.0	2.0	1.0	5.0	3.1	1.0	0.5
	(0.0)	(1.9)	(1.7)	(3.2)	(1.3)	(6.9)	(2.9)	(2.1)	(1.5)
Office occupations	23.3	22.6	47.9	24.9	37.0	21.9	20.1	27.0	53.7
	(9.0)	(8.6)	(8.4)	(10.0)	(6.3)	(13.0)	(6.7)	(9.1)	(10.4)
Machine/auto/motor repair	15.1	7.3	15.0	15.5	10.5	21.4	8.8	20.6	7.9
	(7.6)	(5.3)	(6.0)	(8.4)	(4.0)	(12.8)	(4.7)	(8.3)	(5.6)
Construction trades	26.9	36.4	12.3	11.6	28.4	20.8	31.8	19.5	14.8
	(9.5)	(9.8)	(5.5)	(7.4)	(5.9)	(12.7)	(7.8)	(8.1)	(7.4)
Electronics/communications	6.8	4.0	1.6	7.5	1.8	7.3	2.7	9.9	0.0
	(5.4)	(4.0)	(2.1)	(6.1)	(1.8)	(8.1)	(2.7)	(6.1)	(0.0)
Manufacturing/industrial arts	6.7	18.6	3.5	2.8	11.7	0.0	10.8	10.5	4.6
	(5.3)	(8.0)	(3.1)	(3.9)	(4.2)	(0.0)	(5.2)	(6.3)	(4.3)
Painting/decorating/graphic art/ commercial art/drafting	11.0	6.0	10.1	15.7	5.6	14.5	4.8	18.4	4.7
	(6.7)	(4.8)	(5.0)	(8.4)	(3.0)	(11.0)	(3.6)	(8.0)	(4.4)
Food service	9.4	4.0	4.7	14.0	4.9	3.1	11.6	5.7	1.5
	(6.2)	(4.0)	(3.5)	(8.0)	(2.8)	(5.4)	(5.3)	(4.8)	(2.6)
Personal services	0.0	2.1	0.6	2.8	1.2	0.0	0.0	3.1	0.0
	(0.0)	(2.9)	(1.3)	(3.9)	(1.4)	(0.0)	(0.0)	(3.6)	(0.0)
Custodial services	0.0	2.1	0.7	4.9	0.0	0.0	0.6	3.1	0.0
	(0.0)	(2.9)	(1.4)	(5.0)	(0.0)	(0.0)	(1.3)	(3.6)	(0.0)
On-the-job/work experience	13.4	5.7	9.2	11.2	7.6	5.1	8.8	4.3	16.6
	(7.3)	(4.7)	(4.8)	(7.3)	(3.5)	(6.9)	(4.7)	(4.2)	(7.7)
Other	4.4	4.0	0.5	9.0	1.5	2.2	1.6	9.5	0.3
	(4.4)	(4.0)	(1.1)	(6.6)	(1.6)	(4.6)	(2.1)	(6.0)	(1.1)
Number of respondents	42	46	76	40	121	21	69	54	51

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Services/Programs	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with:*												
Chapter 1/Title 1	40.0	45.6	22.1	53.6	39.2	41.7	37.8	39.8	46.8	37.9	42.4	53.3
	(3.3)	(5.6)	(4.6)	(6.1)	(4.2)	(5.3)	(5.0)	(5.4)	(6.3)	(3.9)	(6.9)	(9.7)
Bilingual education	40.5	62.2	55.9	7.4	41.3	39.1	36.7	48.2	35.4	40.7	41.9	33.8
	(3.3)	(5.4)	(5.6)	(3.2)	(4.2)	(5.2)	(5.0)	(5.5)	(6.0)	(3.9)	(6.9)	(9.2)
State compensatory programs	57.2	56.1	48.7	66.0	55.1	60.3	62.6	52.3	52.2	59.4	49.0	53.8
	(3.3)	(5.6)	(5.6)	(5.8)	(4.2)	(5.2)	(5.0)	(5.5)	(6.3)	(3.9)	(7.0)	(9.7)
None of these	80.2	74.8	76.9	90.4	81.9	78.1	75.8	84.1	84.5	78.0	85.5	94.5
	(2.7)	(4.9)	(4.7)	(3.6)	(3.3)	(4.4)	(4.4)	(4.0)	(4.6)	(3.3)	(4.9)	(4.4)
Number of respondents	477	178	163	129	289	185	162	176	139	302	116	54
Percentage in schools that made available to secondary special education students:												
Life skills programs	91.5	90.8	87.1	96.3	90.1	93.6	90.6	91.6	93.8	91.5	88.8	98.6
	(2.0)	(3.5)	(4.1)	(2.4)	(2.7)	(2.8)	(3.3)	(3.2)	(3.1)	(2.4)	(4.6)	(2.4)
Vocational assessment/ counseling	89.7	91.4	88.4	89.8	89.6	89.7	86.4	92.0	93.7	90.1	88.7	86.4
	(2.2)	(3.4)	(3.9)	(3.8)	(2.8)	(3.5)	(3.9)	(3.1)	(3.1)	(2.6)	(4.7)	(6.9)
Work adjustment training	90.0	93.3	85.7	91.9	89.2	91.2	88.0	93.7	87.7	89.5	93.8	86.6
	(2.1)	(3.0)	(4.2)	(3.5)	(2.8)	(3.2)	(3.7)	(2.8)	(4.2)	(2.7)	(3.6)	(6.8)
Work exploration/experience	67.4	79.4	72.1	54.1	67.3	67.4	61.1	74.5	69.1	67.6	67.2	64.4
	(3.4)	(4.9)	(5.4)	(6.3)	(4.3)	(5.4)	(5.6)	(5.1)	(6.0)	(4.1)	(6.9)	(9.6)
Specific job skills training	67.6	78.7	56.1	69.9	70.5	63.3	70.0	67.9	60.3	70.2	67.3	41.6
	(3.3)	(5.0)	(6.0)	(5.8)	(4.2)	(5.5)	(5.2)	(5.4)	(6.3)	(4.0)	(6.9)	(9.9)
Job development/placement services	74.0	81.6	76.7	65.8	73.4	74.7	72.3	80.3	64.7	76.5	68.4	59.2
	(3.1)	(4.7)	(5.1)	(6.0)	(4.0)	(5.0)	(5.1)	(4.6)	(6.2)	(3.7)	(6.9)	(9.8)
Postemployment services	45.0	58.8	49.7	30.3	46.8	42.3	42.0	50.2	41.6	45.9	47.0	34.9
	(3.6)	(6.0)	(6.0)	(5.8)	(4.6)	(5.7)	(5.7)	(5.8)	(6.4)	(4.4)	(7.4)	(9.5)
None of these	1.8	2.6	2.2	0.4	2.2	1.2	2.8	0.9	1.0	2.1	1.5	0.1
	(1.0)	(2.0)	(1.8)	(0.8)	(1.4)	(1.2)	(1.9)	(1.1)	(1.3)	(1.3)	(1.8)	(0.7)
Number of respondents	409	148	138	117	248	159	132	154	122	255	100	50

* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18B: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with:*									
Chapter 1/Title 1	34.1	41.7	35.3	38.8	35.4	42.2	33.1	39.2	39.1
	(7.2)	(6.7)	(5.4)	(7.1)	(4.6)	(9.5)	(5.6)	(6.9)	(6.7)
Bilingual education	35.0	35.8	56.7	38.2	40.0	56.7	37.2	35.6	56.3
	(7.2)	(6.5)	(5.6)	(7.1)	(4.7)	(9.5)	(5.8)	(6.7)	(6.8)
State compensatory programs	69.4	56.8	49.5	62.5	60.2	54.3	59.4	66.2	48.0
	(7.0)	(6.7)	(5.7)	(7.1)	(4.7)	(9.5)	(5.8)	(6.7)	(6.8)
None of these	76.9	69.7	83.5	65.5	82.0	80.5	80.9	75.3	72.2
	(6.4)	(6.2)	(4.2)	(6.9)	(3.7)	(7.6)	(4.7)	(6.1)	(6.1)
Number of respondents	86	106	157	100	233	57	142	110	117
Percentage in schools that made available to secondary special education students:									
Life skills programs	94.1	88.0	84.6	87.5	90.1	94.5	86.4	94.1	88.5
	(3.9)	(4.9)	(4.4)	(5.3)	(3.1)	(4.8)	(4.4)	(3.6)	(4.8)
Vocational assessment/ counseling	90.5	84.5	94.5	85.5	92.3	83.1	86.6	87.6	95.0
	(4.8)	(5.5)	(2.8)	(5.6)	(2.8)	(8.0)	(4.4)	(5.0)	(3.3)
Work adjustment training	91.8	92.5	82.5	90.2	86.0	97.2	86.5	90.8	87.4
	(4.5)	(4.0)	(4.6)	(4.8)	(3.6)	(3.5)	(4.4)	(4.4)	(5.0)
Work exploration/experience	69.3	67.8	71.9	60.1	71.7	76.6	63.1	69.4	79.0
	(7.5)	(7.2)	(5.4)	(7.8)	(4.7)	(9.0)	(6.3)	(7.0)	(6.1)
Specific job skills training	77.8	67.5	62.7	65.4	70.3	75.2	65.5	76.9	67.0
	(6.8)	(7.2)	(5.8)	(7.6)	(4.7)	(9.2)	(6.2)	(6.4)	(7.0)
Job development/placement services	80.9	70.0	77.3	76.9	76.9	71.6	68.4	81.4	81.5
	(6.4)	(7.0)	(5.1)	(6.7)	(4.4)	(9.6)	(6.0)	(6.0)	(5.8)
Postemployment services	51.9	40.3	47.4	53.2	44.5	37.9	37.7	50.6	54.4
	(8.1)	(7.6)	(6.1)	(8.1)	(5.2)	(10.3)	(6.3)	(7.6)	(7.5)
None of these	3.8	1.2	1.4	2.9	1.5	2.3	2.6	0.8	2.6
	(3.1)	(1.6)	(1.4)	(2.7)	(1.3)	(3.2)	(2.1)	(1.3)	(2.4)
Number of respondents	74	82	138	81	197	47	117	95	97

* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Concluded)

Services/Programs	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that usually provided when needed:*												
Speech/language therapy	98.3	99.3	95.6	100	98.7	97.6	98.8	96.8	100	97.7	100	100
	(1.0)	(1.0)	(2.5)	(0.0)	(1.0)	(1.8)	(1.3)	(2.1)	(0.0)	(1.3)	(0.0)	(0.0)
Physical therapy	67.8	69.7	52.5	86.6	68.3	66.9	72.4	62.9	63.7	67.6	75.3	58.8
	(4.2)	(6.6)	(7.1)	(6.1)	(5.2)	(6.9)	(6.1)	(7.0)	(8.0)	(5.0)	(8.1)	(13.1)
Occupational therapy	66.4	57.5	63.0	79.0	67.9	64.2	63.2	67.8	72.2	64.1	78.0	66.0
	(4.0)	(6.9)	(6.7)	(6.6)	(5.2)	(6.4)	(6.4)	(6.5)	(7.0)	(5.0)	(7.3)	(11.8)
Hearing-loss therapy	68.6	60.2	70.1	75.4	70.2	65.8	62.9	77.3	63.5	66.0	79.0	68.9
	(4.2)	(7.1)	(6.6)	(7.9)	(5.2)	(7.1)	(7.0)	(5.9)	(8.3)	(5.1)	(7.7)	(12.7)
Psychotherapy/counseling	74.9	64.4	73.2	84.3	75.5	73.8	69.5	79.3	78.8	73.5	79.4	79.7
	(3.4)	(6.2)	(5.8)	(5.0)	(4.2)	(5.6)	(5.7)	(4.9)	(6.0)	(4.1)	(6.5)	(9.2)
Medical services	46.7	62.1	41.0	37.3	50.5	40.7	46.0	50.5	40.5	48.2	41.3	47.8
	(4.3)	(6.5)	(7.7)	(7.4)	(5.4)	(7.0)	(6.8)	(6.8)	(7.8)	(5.2)	(9.0)	(12.2)
Adaptive physical education	79.1	92.2	82.0	61.7	81.9	74.4	79.1	79.7	77.7	78.3	83.4	74.8
	(3.2)	(3.4)	(4.9)	(7.7)	(3.9)	(5.7)	(5.1)	(5.1)	(6.2)	(3.9)	(6.1)	(10.7)
Social work services	74.6	75.5	68.9	78.4	78.6	68.5	72.1	76.8	76.1	75.2	79.4	61.9
	(3.4)	(5.7)	(6.2)	(5.5)	(4.1)	(5.8)	(5.6)	(5.2)	(6.3)	(4.0)	(6.7)	(11.6)
Special transportation	96.4	96.3	96.4	96.4	96.6	96.1	94.9	98.9	95.1	96.3	96.1	97.0
	(1.4)	(2.4)	(2.4)	(2.6)	(1.8)	(2.4)	(2.7)	(1.3)	(3.0)	(1.7)	(3.1)	(3.9)
Human aides or tutors	97.5	94.9	97.5	99.6	97.3	97.9	97.1	98.7	96.0	97.5	97.9	96.8
	(1.2)	(2.8)	(2.0)	(0.9)	(1.5)	(1.8)	(2.0)	(1.3)	(2.7)	(1.4)	(2.2)	(3.9)
Physical aids	52.7	56.6	51.7	49.6	56.9	46.6	49.7	63.2	39.0	57.8	40.1	32.2
	(4.4)	(7.1)	(7.3)	(8.0)	(5.5)	(7.0)	(6.8)	(6.8)	(7.9)	(5.1)	(9.3)	(12.1)
None of these	0.4	0.0	1.1	0.0	0.0	1.0	0.8	0.0	0.0	0.5	0.0	0.0
	(0.4)	(0.0)	(1.3)	(0.0)	(0.0)	(1.1)	(1.0)	(0.0)	(0.0)	(0.6)	(0.0)	(0.0)
Number of respondents	266	107	83	57	166	99	84	99	75	166	64	33
Percentage in schools serving non-disabled students that had:**												
Regular education classrooms	98.2	97.0	100	97.6	98.4	97.9	98.1	98.2	98.6	98.5	95.9	100
	(1.0)	(2.1)	(0.0)	(2.0)	(1.2)	(1.7)	(1.6)	(1.5)	(1.6)	(1.1)	(3.0)	(0.0)
Part-time resource rooms	90.7	79.8	96.0	94.3	91.0	90.2	88.7	93.2	90.7	89.8	93.0	92.9
	(2.2)	(5.0)	(2.5)	(3.0)	(2.7)	(3.5)	(3.8)	(2.9)	(4.1)	(2.7)	(3.9)	(5.8)
Pull-out/itinerant services	95.4	97.6	92.1	96.6	95.6	95.2	94.5	95.3	98.1	94.8	95.6	100
	(1.6)	(1.9)	(3.4)	(2.3)	(2.0)	(2.5)	(2.7)	(2.5)	(1.9)	(2.0)	(3.2)	(0.0)
Self-contained classrooms	74.8	85.3	78.3	63.9	76.0	73.0	76.8	75.5	67.7	76.2	68.3	75.0
	(3.2)	(4.4)	(5.2)	(6.2)	(4.1)	(5.3)	(5.0)	(5.0)	(6.5)	(3.8)	(7.2)	(9.8)
All of these	64.1	65.2	69.7	58.4	65.4	62.1	62.8	68.0	58.8	64.7	58.8	67.8
	(3.6)	(5.9)	(5.8)	(6.3)	(4.5)	(5.8)	(5.7)	(5.4)	(6.9)	(4.3)	(7.6)	(10.6)
Number of respondents	394	148	127	117	237	156	125	155	114	244	97	49

* See Appendix for percentage of youth in schools that reported having students in need of these services.
** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18B: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Concluded)

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that usually provided when needed:*									
Speech/language therapy	93.8	100	99.2	92.1	99.6	100	97.0	97.4	99.1
	(4.0)	(0.0)	(1.1)	(4.4)	(0.7)	(0.0)	(2.3)	(2.4)	(1.5)
Physical therapy	70.7	75.7	62.6	56.2	70.7	79.9	71.5	78.2	55.1
	(9.4)	(8.4)	(7.3)	(10.3)	(6.0)	(9.6)	(7.3)	(7.8)	(9.4)
Occupational therapy	63.9	66.6	65.0	48.8	69.2	74.0	67.8	67.3	59.9
	(9.4)	(9.1)	(7.0)	(9.9)	(5.8)	(10.8)	(7.5)	(8.6)	(8.8)
Hearing-loss therapy	63.0	64.2	72.8	61.7	74.9	63.5	63.1	69.8	72.6
	(10.7)	(9.2)	(6.6)	(10.4)	(5.5)	(12.2)	(8.2)	(8.6)	(8.3)
Psychotherapy/counseling	65.1	85.1	68.1	67.7	76.3	78.5	79.4	69.8	67.9
	(8.5)	(6.1)	(6.2)	(8.2)	(4.8)	(9.0)	(5.8)	(7.6)	(7.6)
Medical services	51.3	45.9	42.2	50.5	40.9	63.4	49.7	56.8	28.1
	(9.6)	(9.7)	(7.4)	(9.6)	(6.2)	(11.8)	(8.2)	(8.8)	(8.5)
Adaptive physical education	82.5	77.6	75.7	74.4	75.8	92.4	75.0	81.6	80.5
	(7.0)	(7.4)	(5.7)	(7.8)	(4.9)	(6.2)	(6.5)	(6.4)	(6.5)
Social work services	78.8	82.9	64.2	71.8	72.5	93.8	88.8	70.2	60.0
	(7.3)	(6.4)	(6.4)	(8.0)	(5.1)	(5.3)	(4.7)	(7.4)	(7.9)
Special transportation	96.5	96.5	95.3	93.9	98.0	93.9	96.9	98.5	92.7
	(3.3)	(3.1)	(2.8)	(4.2)	(1.6)	(5.1)	(2.5)	(2.0)	(4.1)
Human aides or tutors	93.9	99.4	97.6	91.8	98.8	97.8	98.1	96.6	96.4
	(4.2)	(1.3)	(2.0)	(4.8)	(1.2)	(3.2)	(1.9)	(2.9)	(2.9)
Physical aids	61.0	57.2	44.9	49.5	55.9	65.4	53.4	70.1	38.8
	(10.0)	(9.9)	(7.4)	(10.5)	(6.2)	(12.6)	(8.3)	(8.7)	(9.1)
None of these	1.5	0.0	0.0	2.0	0.0	0.0	1.2	0.0	0.0
	(2.0)	(0.0)	(0.0)	(2.3)	(0.0)	(0.0)	(1.5)	(0.0)	(0.0)
Number of respondents	42	52	92	48	127	30	74	61	63
Percentage in schools serving non-disabled students that had:**									
Regular education classrooms	96.9	98.2	98.6	95.4	99.1	98.2	98.4	98.2	97.3
	(3.0)	(2.2)	(1.5)	(3.6)	(1.0)	(2.8)	(1.7)	(2.1)	(2.5)
Part-time resource rooms	83.9	89.9	93.8	76.8	93.6	94.4	92.2	80.5	93.6
	(6.3)	(4.9)	(3.0)	(7.2)	(2.6)	(4.8)	(3.7)	(6.3)	(3.7)
Pull-out/itinerant services	90.4	96.8	96.0	89.9	96.5	94.5	93.6	93.3	97.6
	(5.0)	(2.9)	(2.4)	(5.1)	(2.0)	(4.8)	(3.3)	(4.0)	(2.3)
Self-contained classrooms	80.6	79.9	74.9	75.5	75.1	95.0	82.2	75.4	76.0
	(6.7)	(6.5)	(5.4)	(7.3)	(4.6)	(4.6)	(5.2)	(6.9)	(6.4)
All of these	63.6	67.9	68.5	51.7	66.6	89.4	72.9	54.5	69.0
	(8.2)	(7.6)	(5.8)	(8.5)	(5.0)	(6.4)	(6.1)	(8.0)	(7.0)
Number of respondents	71	78	137	76	192	48	115	87	99

* See Appendix for percentage of youth in schools that reported having students in need of these services.
** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19A: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Services/Programs	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with vocational classes designed specifically for students with disabilities	47.7	54.4	48.2	42.4	50.2	43.9	49.7	48.4	40.9	47.5	48.4	46.0
	(3.6)	(6.1)	(6.0)	(6.3)	(4.6)	(5.7)	(5.7)	(5.8)	(6.3)	(4.3)	(7.4)	(10.0)
Number of respondents	412	148	142	119	250	161	135	155	122	259	99	50
Percentage in schools that helped students with disabilities in regular vocational classes by:*												
Making physical adaptations	41.6	38.3	44.0	42.0	41.8	41.0	49.6	35.2	34.0	44.9	26.6	37.1
	(3.7)	(6.4)	(6.4)	(6.4)	(4.8)	(5.9)	(6.2)	(5.7)	(6.6)	(4.6)	(6.9)	(9.8)
Increasing teacher contact	72.6	76.2	80.3	63.6	74.4	69.8	72.1	68.4	83.3	74.9	67.2	65.8
	(3.4)	(5.6)	(5.1)	(6.2)	(4.3)	(5.5)	(5.5)	(5.6)	(5.2)	(4.0)	(7.3)	(9.6)
Providing human aides	41.7	48.8	44.7	34.0	46.4	34.5	39.5	42.3	46.1	40.8	46.3	41.1
	(3.7)	(6.6)	(6.4)	(6.1)	(4.9)	(5.7)	(6.0)	(5.9)	(6.9)	(4.6)	(7.8)	(9.9)
Simplifying instruction	62.6	54.9	67.4	63.7	65.8	57.8	68.8	56.6	59.2	63.2	62.8	54.5
	(3.7)	(6.6)	(6.1)	(6.2)	(4.6)	(6.0)	(5.7)	(5.9)	(6.8)	(4.5)	(7.5)	(10.1)
Other accommodations	8.7	4.8	14.1	7.0	7.5	10.5	9.5	9.6	4.4	8.5	10.2	8.8
	(2.1)	(2.8)	(4.5)	(3.3)	(2.6)	(3.7)	(3.6)	(3.5)	(2.8)	(2.6)	(4.7)	(5.7)
Number of respondents	365	129	121	114	222	142	115	146	104	225	88	48
Average percentage of vocational course time spent in:												
Classroom instruction	62.9	59.7	60.6	66.8	64.6	60.5	61.4	63.8	65.3	61.8	64.3	73.7
	(2.2)	(3.7)	(4.1)	(3.5)	(2.7)	(3.7)	(3.4)	(3.7)	(3.8)	(2.6)	(4.9)	(5.6)
Work experience at school	10.7	11.3	11.0	10.0	9.7	12.0	11.8	10.7	7.4	11.4	9.9	3.0
	(1.2)	(2.1)	(2.2)	(1.7)	(1.3)	(2.2)	(1.9)	(1.9)	(1.7)	(1.4)	(2.5)	(1.5)
Community-based experience	16.3	20.3	17.9	12.4	14.9	18.3	15.8	16.8	16.4	17.0	15.3	9.9
	(1.5)	(2.9)	(2.7)	(2.3)	(1.8)	(2.8)	(2.3)	(2.7)	(2.8)	(1.9)	(3.4)	(3.1)
Number of respondents	353	125	111	113	212	138	117	129	107	225	82	41

* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19B: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with vocational classes designed specifically for students with disabilities	46.4	55.1	39.3	45.1	44.1	61.8	45.6	47.7	48.5
	(8.0)	(7.7)	(5.9)	(7.9)	(5.1)	(10.4)	(6.5)	(7.6)	(7.4)
Number of respondents	77	80	140	84	198	47	117	97	99
Percentage in schools that helped students with disabilities in regular vocational classes by:*									
Making physical adaptations	40.3	40.8	39.3	33.7	44.3	43.6	43.0	45.6	32.3
	(8.5)	(8.2)	(6.1)	(8.5)	(5.4)	(11.1)	(6.9)	(8.3)	(7.3)
Increasing teacher contact	73.6	69.3	72.3	81.6	75.6	47.7	71.0	78.3	65.7
	(7.6)	(7.7)	(5.6)	(7.0)	(4.6)	(11.2)	(6.3)	(6.8)	(7.4)
Providing human aides	38.3	38.8	47.7	27.7	48.5	34.2	44.5	32.0	45.9
	(8.4)	(8.1)	(6.3)	(8.1)	(5.4)	(10.6)	(6.9)	(7.7)	(7.8)
Simplifying instruction	56.7	64.3	57.6	69.7	61.8	47.4	59.3	65.2	50.8
	(8.6)	(8.0)	(6.2)	(8.3)	(5.3)	(11.2)	(6.8)	(7.9)	(7.8)
Other accommodations	2.1	10.5	10.4	7.0	12.5	1.8	5.4	4.4	14.7
	(2.5)	(5.1)	(3.8)	(4.6)	(3.6)	(3.0)	(3.1)	(3.4)	(5.5)
Number of respondents	66	70	125	67	178	43	104	81	89
Average percentage of vocational course time spent in:									
Classroom instruction	60.2	64.9	60.1	61.3	62.3	65.0	68.6	58.1	54.6
	(5.0)	(4.3)	(3.9)	(4.7)	(3.2)	(6.4)	(3.9)	(4.0)	(5.0)
Work experience at school	10.6	10.0	11.9	12.6	10.9	5.8	8.3	13.2	10.9
	(2.1)	(2.4)	(2.3)	(2.5)	(1.7)	(2.5)	(1.7)	(2.6)	(2.7)
Community-based experience	16.7	16.6	17.0	15.6	15.0	22.2	14.5	15.4	23.7
	(3.8)	(3.2)	(2.7)	(2.8)	(2.2)	(5.4)	(2.7)	(2.7)	(4.3)
Number of respondents	66	72	110	72	165	40	102	83	76

* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided vocational assessment/ career counseling to secondary special education students	89.5	91.4	88.4	89.5	89.4	89.7	86.4	92.0	92.9	90.1	87.9	86.4
	(2.2)	(3.4)	(3.9)	(3.9)	(2.8)	(3.6)	(3.9)	(3.2)	(3.4)	(2.6)	(4.9)	(7.7)
Number of respondents	412	150	140	119	251	160	133	156	123	257	101	50
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:												
Routinely to all students	73.2	65.2	69.5	82.8	75.5	69.8	74.8	68.0	80.5	72.3	77.8	77.3
	(3.4)	(6.1)	(6.0)	(5.1)	(4.2)	(5.6)	(5.4)	(5.7)	(5.4)	(4.2)	(6.5)	(9.3)
Routinely only to special education students	12.4	11.5	15.8	9.8	12.1	12.8	13.3	10.8	13.3	13.1	10.1	11.9
	(2.5)	(4.1)	(4.7)	(4.0)	(3.2)	(4.1)	(4.2)	(3.8)	(4.6)	(3.1)	(4.7)	(7.2)
Routinely only to those with some disabilities	3.4	2.3	7.6	0.7	2.9	4.2	2.5	5.2	2.1	4.1	1.9	0.0
	(1.4)	(1.9)	(3.4)	(1.1)	(1.6)	(2.4)	(1.9)	(2.7)	(1.9)	(1.8)	(2.1)	(0.0)
Occasionally to special education students	9.1	21.0	3.6	4.6	7.6	11.3	7.7	14.1	2.1	9.1	10.2	5.7
	(2.2)	(5.2)	(2.4)	(2.8)	(2.6)	(3.9)	(3.3)	(4.3)	(1.9)	(2.7)	(4.7)	(5.1)
Rarely or never to special education students	1.9	0.0	3.4	2.1	1.8	2.0	1.8	2.0	2.1	1.4	0.0	5.1
	(1.0)	(0.0)	(2.3)	(2.0)	(1.3)	(1.7)	(1.7)	(1.7)	(1.9)	(1.1)	(0.0)	(4.9)
Number of respondents	360	137	118	104	219	140	113	137	110	227	90	39
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*												
Grades 7 or 8	11.8	12.2	22.9	3.3	15.0	7.0	12.1	11.7	11.2	10.7	13.2	---
	(3.9)	(6.8)	(8.4)	(3.5)	(5.4)	(4.9)	(5.8)	(6.2)	(7.4)	(4.2)	(8.6)	
Grades 9 or 10	75.3	89.0	77.9	63.1	72.6	79.8	73.7	75.7	79.7	78.2	67.2	---
	(4.0)	(4.6)	(7.0)	(7.9)	(5.2)	(6.4)	(6.2)	(6.6)	(7.1)	(4.5)	(9.5)	
Grades 11 or 12	80.1	85.8	75.2	80.2	80.3	79.8	80.9	77.5	83.8	81.8	77.6	---
	(3.4)	(4.7)	(6.2)	(6.1)	(4.3)	(5.5)	(5.3)	(5.7)	(5.7)	(3.9)	(7.2)	
Ungraded classes	47.3	56.5	42.2	45.2	52.2	39.8	52.0	42.8	43.0	47.1	50.5	---
	(6.1)	(10.5)	(10.5)	(9.9)	(7.7)	(9.8)	(9.4)	(9.7)	(11.6)	(7.0)	(12.8)	
Number of respondents	145	50	45	49	90	55	50	55	40	97	35	11

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 208: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided vocational assessment/ career counseling to secondary special education students	90.0	84.5	94.5	84.9	92.3	83.1	86.6	87.0	95.0
	(4.9)	(5.7)	(2.8)	(5.8)	(2.8)	(7.9)	(4.6)	(5.1)	(3.3)
Number of respondents	76	83	139	84	198	47	118	97	98
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:									
Routinely to all students	76.0	71.4	81.0	73.1	80.5	59.8	73.2	81.0	78.3
	(7.4)	(7.6)	(5.0)	(7.7)	(4.3)	(11.6)	(6.2)	(6.5)	(6.4)
Routinely only to special education students	11.9	14.6	7.2	15.0	8.1	16.2	11.3	11.4	8.6
	(5.6)	(6.0)	(3.3)	(6.2)	(3.0)	(8.7)	(4.4)	(5.3)	(4.4)
Routinely only to those with some disabilities	3.5	1.2	1.9	4.7	2.3	0.0	4.4	0.0	2.7
	(3.2)	(1.8)	(1.7)	(3.7)	(1.7)	(0.0)	(2.9)	(0.0)	(2.5)
Occasionally to special education students	7.2	10.5	8.5	5.2	7.3	24.0	8.3	6.1	10.4
	(4.5)	(5.2)	(3.5)	(3.9)	(2.9)	(10.1)	(3.9)	(4.0)	(4.8)
Rarely or never to special education students	1.4	2.3	1.3	1.9	1.7	0.0	2.7	1.5	0.0
	(2.1)	(2.5)	(1.5)	(2.4)	(1.4)	(0.0)	(2.3)	(2.1)	(0.0)
Number of respondents	67	68	126	72	174	39	102	82	88
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*									
Grades 7 or 8	3.6	15.5	12.2	16.5	7.4	9.9	16.8	9.2	1.5
	(5.4)	(9.4)	(6.9)	(11.0)	(4.5)	(10.2)	(8.0)	(7.5)	(3.2)
Grades 9 or 10	80.3	66.6	84.5	80.3	74.9	66.7	69.7	77.6	89.7
	(8.2)	(9.9)	(5.8)	(8.2)	(5.9)	(13.2)	(7.8)	(8.2)	(6.1)
Grades 11 or 12	83.2	80.8	82.7	78.4	84.2	74.0	74.3	82.2	88.1
	(7.2)	(7.2)	(5.5)	(8.1)	(4.5)	(10.5)	(6.9)	(6.8)	(5.6)
Ungraded classes	49.5	44.8	50.8	54.1	52.9	27.8	44.0	42.8	48.6
	(14.3)	(13.5)	(10.7)	(15.1)	(8.6)	(15.8)	(10.7)	(13.5)	(13.2)
Number of respondents	25	28	46	24	74	17	46	30	32

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing vocational assessment/counseling, percentage in schools that:												
Used formal assessment of student interests/skills	82.0	82.7	87.1	76.7	81.6	82.8	84.3	80.2	79.7	83.1	77.7	79.5
	(3.0)	(4.8)	(4.3)	(5.8)	(3.8)	(4.7)	(4.5)	(4.9)	(5.6)	(3.4)	(6.7)	(9.7)
Gave students information about alternative careers	86.3	90.9	96.9	73.1	87.1	85.4	78.5	89.7	99.1	83.2	95.8	96.1
	(2.6)	(3.7)	(2.2)	(6.1)	(3.3)	(4.4)	(5.1)	(3.7)	(1.3)	(3.4)	(3.2)	(4.7)
Recommended specific careers	72.1	83.3	67.4	67.5	71.3	73.5	66.3	76.2	77.8	70.8	81.2	69.4
	(3.5)	(4.7)	(6.1)	(6.4)	(4.4)	(5.5)	(5.9)	(5.2)	(5.8)	(4.2)	(6.2)	(11.1)
Recommended specific training/ education	72.7	81.8	78.5	60.2	71.7	74.4	60.6	81.5	84.6	70.3	80.3	86.9
	(3.4)	(4.9)	(5.3)	(6.7)	(4.4)	(5.4)	(6.1)	(4.8)	(5.1)	(4.2)	(6.3)	(8.1)
Informed students about colleges/ training programs for students with disabilities	64.0	69.3	67.0	57.1	63.7	64.6	54.0	69.4	77.9	59.1	80.3	78.2
	(3.7)	(5.9)	(6.1)	(6.8)	(4.7)	(6.0)	(6.2)	(5.7)	(5.8)	(4.5)	(6.4)	(10.0)
Number of respondents	366	139	123	103	223	142	113	140	113	229	90	43

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing vocational assessment/counseling, percentage in schools that:									
Used formal assessment of student interests/skills	83.7	82.6	75.2	82.5	82.8	66.1	79.1	82.0	77.2
	(6.4)	(6.6)	(5.6)	(6.6)	(4.2)	(11.0)	(5.8)	(6.4)	(6.6)
Gave students information about alternative careers	82.8	79.9	90.0	92.5	84.8	62.6	80.9	86.1	87.9
	(6.6)	(7.0)	(3.9)	(4.6)	(4.0)	(11.2)	(5.6)	(5.7)	(5.1)
Recommended specific careers	77.3	69.6	70.2	73.6	65.7	82.9	68.2	68.6	81.1
	(7.3)	(8.0)	(5.9)	(7.7)	(5.3)	(8.7)	(6.7)	(7.7)	(6.2)
Recommended specific training/ education	70.2	70.2	75.9	79.0	64.1	85.2	67.3	67.2	83.7
	(8.0)	(7.9)	(5.5)	(7.1)	(5.3)	(8.2)	(6.7)	(7.8)	(5.8)
Informed students about colleges/ training programs for students with disabilities	53.9	52.7	70.8	60.0	62.9	41.4	49.0	61.9	71.3
	(8.7)	(8.7)	(5.8)	(8.5)	(5.3)	(11.4)	(7.2)	(8.0)	(7.1)
Number of respondents	68	69	128	72	179	39	104	81	91

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided work adjustment training to secondary special ed. students	89.9	93.3	85.7	91.5	89.0	91.2	88.0	93.7	86.9	89.5	93.0	86.6
	(2.2)	(3.1)	(4.2)	(3.5)	(2.9)	(3.3)	(3.7)	(2.8)	(4.5)	(2.7)	(3.9)	(7.6)
Number of respondents	412	150	140	119	251	160	133	156	123	257	101	50
Of students in schools providing work adjustment training, percentage in schools that provided it:												
Routinely to all students	53.4	61.8	44.4	54.8	51.6	55.9	51.9	53.7	56.9	54.1	48.7	57.6
	(3.8)	(6.2)	(6.5)	(6.7)	(4.9)	(6.0)	(6.2)	(6.0)	(6.8)	(4.7)	(7.7)	(10.7)
Routinely only to special education students	31.7	23.0	36.2	34.3	34.1	28.3	35.9	26.0	33.7	30.2	38.3	29.2
	(3.6)	(5.3)	(6.3)	(6.4)	(4.7)	(5.4)	(6.0)	(5.3)	(6.5)	(4.3)	(7.5)	(9.8)
Routinely only to those with some disabilities	9.1	10.7	16.7	1.7	8.0	10.8	7.0	12.5	7.3	9.1	8.6	12.1
	(2.2)	(3.9)	(4.9)	(1.7)	(2.7)	(3.8)	(3.2)	(4.0)	(3.6)	(2.7)	(4.3)	(7.0)
Occasionally to special education students	5.7	4.5	2.7	9.2	6.3	5.0	5.2	7.9	2.1	6.6	4.4	1.2
	(1.8)	(2.6)	(2.1)	(3.9)	(2.4)	(2.6)	(2.8)	(3.3)	(2.0)	(2.3)	(3.2)	(2.4)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	364	139	120	104	220	143	113	144	107	227	91	42
Of students in schools providing work adjustment training, percentage in schools with training in:*												
Grades 7 or 8	19.4	16.0	14.4	25.6	23.2	13.7	27.8	14.7	0.0	22.1	14.9	---
	(4.7)	(7.5)	(7.1)	(8.7)	(6.3)	(6.7)	(7.7)	(6.9)	(0.0)	(5.6)	(9.0)	
Grades 9 or 10	78.0	76.3	67.5	85.8	79.3	75.9	75.1	81.0	79.2	77.5	81.2	---
	(3.7)	(6.0)	(8.0)	(5.2)	(4.5)	(6.3)	(6.1)	(5.7)	(6.6)	(4.5)	(7.3)	
Grades 11 or 12	83.9	84.6	80.7	86.5	83.0	85.3	82.1	87.7	79.3	84.5	85.6	---
	(3.0)	(4.7)	(5.5)	(5.0)	(3.9)	(4.7)	(5.0)	(4.2)	(6.3)	(3.5)	(5.8)	
Ungraded classes	48.3	61.9	46.2	41.7	48.9	47.4	48.9	47.4	48.9	46.7	57.5	---
	(6.1)	(10.3)	(10.6)	(9.8)	(7.8)	(9.9)	(9.4)	(9.8)	(11.8)	(7.0)	(12.7)	
Number of respondents	145	50	45	49	89	56	50	55	40	97	35	11

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21B: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work adjustment training to secondary special ed. students	91.3	92.5	82.5	89.5	86.0	97.2	86.5	90.2	87.4
	(4.6)	(4.2)	(4.7)	(5.0)	(3.6)	(3.5)	(4.6)	(4.5)	(5.0)
Number of respondents	76	83	139	84	198	47	118	97	98
Of students in schools providing work adjustment training, percentage in schools that provided it:									
Routinely to all students	58.2	57.6	54.1	65.6	51.1	55.3	58.5	59.2	51.9
	(8.4)	(8.0)	(6.6)	(8.3)	(5.6)	(10.8)	(7.0)	(8.0)	(8.1)
Routinely only to special education students	25.9	29.6	32.6	22.6	35.9	15.6	29.0	28.6	29.3
	(7.5)	(7.4)	(6.2)	(7.3)	(5.4)	(7.9)	(6.4)	(7.4)	(7.4)
Routinely only to those with some disabilities	5.8	6.2	7.8	6.3	8.7	8.4	6.4	4.3	8.3
	(4.0)	(3.9)	(3.6)	(4.2)	(3.2)	(6.0)	(3.5)	(3.3)	(4.5)
Occasionally to special education students	10.2	6.5	5.4	5.5	4.3	20.7	6.0	7.8	10.5
	(5.2)	(4.0)	(3.0)	(4.0)	(2.3)	(6.8)	(3.4)	(4.4)	(5.0)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	69	75	115	72	169	45	102	84	84
Of students in schools providing work adjustment training, percentage in schools with training in:*									
Grades 7 or 8	10.9	34.3	12.9	25.7.	23.0	9.9	12.9	30.8	14.8
	(8.9)	(11.9)	(7.0)	(12.2)	(7.1)	(10.2)	(7.2)	(11.6)	(9.3)
Grades 9 or 10	80.2	84.1	68.2	80.7	73.2	87.0	70.1	84.4	81.4
	(8.1)	(7.2)	(7.7)	(7.9)	(6.1)	(8.1)	(7.5)	(7.0)	(8.1)
Grades 11 or 12	85.6	88.5	80.4	80.0	83.3	89.0	76.8	89.1	90.6
	(6.4)	(5.7)	(5.6)	(7.4)	(4.4)	(7.1)	(6.3)	(5.3)	(5.0)
Ungraded classes	55.7	49.9	51.1	64.4	54.8	27.8	45.8	60.4	47.2
	(14.2)	(13.6)	(10.7)	(14.2)	(8.6)	(15.8)	(10.8)	(13.3)	(13.2)
Number of respondents	25	28	46	25	74	17	46	30	32

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing work adjustment training, percentage in schools with training in:												
Production skills	67.0	71.7	73.5	57.6	68.2	65.0	67.9	66.7	64.8	68.4	65.8	58.3
	(3.6)	(5.7)	(5.7)	(6.7)	(4.6)	(5.9)	(5.7)	(5.7)	(6.9)	(4.3)	(7.5)	(12.0)
Relationships with coworkers/ supervisors	97.2	96.8	96.6	97.9	97.5	96.6	94.5	99.1	100	97.7	96.2	100
	(1.3)	(2.2)	(2.4)	(1.9)	(1.5)	(2.2)	(2.8)	(1.2)	(0.0)	(1.4)	(3.0)	(0.0)
Attendance/punctuality	99.1	96.8	100	100	99.2	98.9	98.9	98.8	100	98.9	99.2	100
	(0.7)	(2.2)	(0.0)	(0.0)	(0.9)	(1.3)	(1.3)	(1.3)	(0.0)	(1.0)	(1.4)	(0.0)
Appropriate dress/grooming	98.0	95.7	98.5	99.4	97.8	98.3	99.0	97.1	97.5	97.7	99.0	98.8
	(1.1)	(2.6)	(1.6)	(1.0)	(1.4)	(1.6)	(1.2)	(2.0)	(2.3)	(1.4)	(1.6)	(2.7)
Job-related practices (e.g., using sick leave)	72.6	76.1	75.7	67.1	76.1	67.3	74.2	74.6	63.4	75.4	70.3	53.5
	(3.4)	(5.4)	(5.6)	(6.4)	(4.2)	(5.8)	(5.4)	(5.3)	(6.9)	(4.0)	(7.2)	(12.2)
Work skills (e.g., counting change, completing forms)	86.8	88.7	86.7	85.3	86.7	86.8	92.9	83.7	76.7	89.5	76.9	81.7
	(2.6)	(4.0)	(4.4)	(4.8)	(3.3)	(4.2)	(3.2)	(4.5)	(6.1)	(2.8)	(6.7)	(9.4)
Use of transportation	61.9	82.0	59.1	48.6	65.7	56.3	62.5	62.0	59.8	65.0	55.9	47.6
	(3.7)	(4.9)	(6.4)	(6.8)	(4.7)	(6.2)	(6.0)	(5.9)	(7.1)	(4.4)	(7.8)	(12.2)
Number of respondents	367	140	122	104	222	144	116	144	107	229	92	42

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 21B: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing work adjustment training, percentage in schools with training in:									
Production skills	62.8	66.5	69.9	65.1	67.1	71.2	66.3	71.4	62.9
	(8.3)	(7.8)	(6.2)	(8.1)	(5.4)	(9.8)	(6.8)	(7.4)	(7.9)
Relationships with coworkers/ supervisors	98.3	98.3	94.9	96.7	96.9	100	96.1	98.5	97.9
	(2.2)	(2.1)	(3.0)	(3.1)	(2.0)	(0.0)	(2.8)	(2.0)	(2.3)
Attendance/punctuality	100	100	97.1	98.4	98.6	100	100	100	96.9
	(0.0)	(0.0)	(2.3)	(2.1)	(1.3)	(0.0)	(0.0)	(0.0)	(2.8)
Appropriate dress/grooming	98.3	99.6	96.1	97.3	98.0	98.3	97.6	99.0	98.1
	(2.2)	(1.0)	(2.6)	(2.8)	(1.6)	(2.8)	(2.2)	(1.6)	(2.3)
Job-related practices (e.g., using sick leave)	69.7	75.7	70.8	77.3	67.2	90.9	73.9	74.9	70.2
	(7.9)	(7.0)	(6.2)	(7.2)	(5.4)	(6.2)	(6.3)	(7.0)	(7.5)
Work skills (e.g., counting change, completing forms)	87.1	92.2	91.3	85.8	89.1	98.3	88.7	91.0	90.6
	(5.8)	(4.4)	(3.8)	(6.0)	(3.6)	(2.8)	(4.6)	(4.7)	(4.8)
Use of transportation	62.7	64.1	59.4	72.8	62.4	52.7	62.3	69.3	53.0
	(8.3)	(7.9)	(6.7)	(7.6)	(5.5)	(10.8)	(7.0)	(7.5)	(8.2)
Number of respondents	69	77	115	75	169	45	104	84	84

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22A: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided work exploration/experience to secondary special ed. students	67.3	79.4	72.1	53.9	67.1	67.4	61.1	74.5	68.5	67.6	66.6	64.4
	(3.4)	(5.0)	(5.4)	(6.3)	(4.3)	(5.5)	(5.6)	(5.1)	(6.2)	(4.1)	(7.1)	(10.7)
Number of respondents	412	150	140	119	251	160	133	156	123	257	101	50
Of students in schools providing work exploration/experience, percentage in schools that provided it:												
Routinely to all students	57.7	58.0	57.3	58.4	58.2	57.3	58.9	55.1	61.2	57.6	57.6	58.9
	(4.3)	(6.6)	(7.1)	(8.9)	(5.6)	(6.8)	(7.3)	(6.7)	(7.1)	(5.3)	(8.7)	(11.0)
Routinely only to special education students	24.3	21.6	29.6	20.6	24.9	23.3	25.9	23.8	21.9	24.3	29.2	14.7
	(3.7)	(5.5)	(6.5)	(7.3)	(4.9)	(5.8)	(6.5)	(5.8)	(6.1)	(4.6)	(8.0)	(7.9)
Routinely only to those with some disabilities	4.2	6.0	4.5	1.9	2.8	6.1	2.7	4.6	6.8	4.4	2.5	5.8
	(1.7)	(3.2)	(2.9)	(2.4)	(1.9)	(3.3)	(2.4)	(2.8)	(3.7)	(2.2)	(2.8)	(5.2)
Occasionally to special education students	10.7	14.4	8.7	9.1	13.0	7.3	5.4	16.6	10.0	9.6	10.6	20.6
	(2.7)	(4.7)	(4.0)	(5.2)	(3.8)	(3.6)	(3.4)	(5.0)	(4.4)	(3.2)	(5.4)	(9.1)
Rarely or never to special education students	3.0	0.0	0.0	10.1	1.0	5.9	7.1	0.0	0.0	4.0	0.0	0.0
	(1.5)	(0.0)	(0.0)	(5.4)	(1.1)	(3.3)	(3.8)	(0.0)	(0.0)	(2.1)	(0.0)	(0.0)
Number of respondents	288	125	101	61	174	113	80	117	91	176	71	38
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in *												
Grades 7 or 8	5.4	4.9	13.9	0.0	5.9	4.8	7.0	5.3	0.0	5.0	9.8	---
	(2.8)	(4.5)	(7.2)	(0.0)	(3.6)	(4.2)	(4.6)	(4.4)	(0.0)	(3.0)	(7.6)	
Grades 9 or 10	41.5	47.5	42.5	36.7	39.2	45.3	37.6	42.7	52.2	42.0	46.3	---
	(5.4)	(8.8)	(9.4)	(9.4)	(6.6)	(9.1)	(8.0)	(8.8)	(10.5)	(6.3)	(11.0)	
Grades 11 or 12	69.1	85.7	76.3	49.1	69.5	68.3	59.0	76.7	78.8	68.4	75.2	---
	(3.9)	(4.8)	(6.1)	(7.8)	(4.9)	(6.4)	(6.8)	(5.7)	(6.3)	(4.7)	(7.6)	
Ungraded classes	31.0	48.5	26.3	23.4	30.7	31.5	31.3	26.6	42.0	29.4	42.0	---
	(5.7)	(10.5)	(9.7)	(8.4)	(7.2)	(9.4)	(8.7)	(8.8)	(11.6)	(6.5)	(12.8)	
Number of respondents	143	51	42	49	89	54	50	53	40	96	34	11

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22B: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work exploration/experience to secondary special ed. students	68.8	67.8	71.9	59.7	71.7	76.6	63.1	68.9	79.0
	(7.6)	(7.4)	(5.5)	(7.9)	(4.7)	(9.0)	(6.5)	(7.0)	(6.2)
Number of respondents	76	83	139	84	198	47	118	97	98
Of students in schools providing work exploration/experience, percentage in schools that provided it:									
Routinely to all students	54.8	57.6	67.5	60.4	63.6	46.4	50.5	64.5	67.1
	(9.8)	(9.4)	(6.6)	(10.2)	(5.9)	(12.2)	(8.2)	(8.9)	(8.0)
Routinely only to special education students	23.5	26.7	19.0	27.2	19.2	33.9	25.8	24.2	19.1
	(8.4)	(8.4)	(5.5)	(9.3)	(4.8)	(11.6)	(7.1)	(7.9)	(6.7)
Routinely only to those with some disabilities	8.7	3.2	1.4	9.0	2.3	5.5	8.7	1.7	2.9
	(5.5)	(3.4)	(1.6)	(6.0)	(1.9)	(5.6)	(4.6)	(2.4)	(2.9)
Occasionally to special education students	6.0	6.9	12.1	3.3	9.0	14.1	6.9	6.9	10.9
	(4.7)	(4.8)	(4.6)	(3.7)	(3.5)	(8.5)	(4.1)	(4.7)	(5.3)
Rarely or never to special education students	7.0	5.5	0.0	0.0	5.9	0.0	8.1	2.7	0.0
	(5.0)	(4.3)	(0.0)	(0.0)	(2.9)	(0.0)	(4.4)	(3.0)	(0.0)
Number of respondents	53	56	103	54	144	37	79	66	77
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*									
Grades 7 or 8	0.0	6.0	4.8	7.5	1.0	5.2	5.6	2.6	0.0
	(0.0)	(6.3)	(4.5)	(7.7)	(1.7)	(7.8)	(4.9)	(4.3)	(0.0)
Grades 9 or 10	46.1	45.1	42.1	43.9	44.2	49.5	38.0	48.5	53.6
	(13.0)	(11.6)	(9.4)	(11.9)	(7.8)	(17.1)	(9.7)	(11.2)	(12.0)
Grades 11 or 12	74.5	62.2	79.3	74.7	73.3	56.0	63.2	72.0	82.5
	(8.4)	(9.1)	(5.9)	(8.9)	(5.4)	(11.2)	(7.5)	(8.2)	(6.6)
Ungraded classes	30.7	37.2	30.6	32.5	36.1	11.1	33.8	23.5	33.5
	(13.2)	(13.2)	(9.9)	(13.9)	(8.3)	(11.1)	(10.2)	(11.5)	(12.5)
Number of respondents	25	28	46	25	73	17	46	30	32

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23A: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided job skills training to secondary special education students	67.5	78.7	56.1	69.7	70.3	63.3	70.0	67.9	59.8	70.2	66.7	41.6
	(3.4)	(5.0)	(6.0)	(5.8)	(4.2)	(5.7)	(5.3)	(5.4)	(6.6)	(4.0)	(7.1)	(11.0)
Number of respondents	412	150	140	119	251	160	133	156	123	257	101	50
Of students in schools providing job skills training, percentage in schools that provided it:												
Routinely to all students	77.5	75.6	73.0	82.8	78.1	76.5	74.2	81.2	79.6	75.7	80.0	100
	(3.7)	(6.3)	(6.9)	(6.0)	(4.7)	(6.3)	(6.2)	(5.7)	(6.1)	(4.6)	(6.9)	(0.0)
Routinely only to special education students	13.9	10.4	18.3	13.1	12.0	17.1	17.8	8.5	14.7	14.7	15.0	0.0
	(3.1)	(4.5)	(6.0)	(5.3)	(3.7)	(5.6)	(5.4)	(4.0)	(5.3)	(3.8)	(6.1)	(0.0)
Routinely only to those with some disabilities	1.0	3.2	0.0	0.0	1.0	1.1	1.2	1.1	0.0	1.3	0.0	0.0
	(0.9)	(2.6)	(0.0)	(0.0)	(1.1)	(1.5)	(1.6)	(1.5)	(0.0)	(1.2)	(0.0)	(0.0)
Occasionally to special education students	7.5	10.8	8.8	4.1	8.9	5.2	6.8	9.2	5.7	8.2	5.0	0.0
	(2.4)	(4.5)	(4.4)	(3.1)	(3.2)	(3.3)	(3.6)	(4.2)	(3.5)	(3.0)	(3.7)	(0.0)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	278	113	86	78	176	101	87	105	86	174	76	25
Of students in schools providing job skills training, percentage in schools providing it in:*												
Grades 9 or 10	53.6	55.6	49.4	55.8	55.2	51.2	51.1	57.3	52.2	57.3	47.6	---
	(5.2)	(8.6)	(9.2)	(8.9)	(6.6)	(8.6)	(8.0)	(8.4)	(10.0)	(6.0)	(10.8)	
Grades 11 or 12	74.6	80.5	74.8	70.8	75.5	73.2	72.2	75.7	79.9	75.5	75.1	---
	(3.7)	(5.4)	(6.5)	(6.5)	(4.5)	(6.2)	(6.0)	(5.8)	(6.1)	(4.3)	(7.3)	
Ungraded classes	46.5	39.3	33.2	59.2	47.5	45.0	55.9	39.5	33.2	50.3	39.8	---
	(6.1)	(10.3)	(10.1)	(9.7)	(7.7)	(9.9)	(9.3)	(9.5)	(11.1)	(7.0)	(12.5)	
Number of respondents	146	51	45	49	90	56	50	56	40	98	35	11

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23B: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job skills training to secondary special education students	77.3	67.5	62.7	64.9	70.3	75.2	65.5	76.4	67.0
	(6.9)	(7.4)	(6.0)	(7.7)	(4.8)	(9.1)	(6.4)	(6.4)	(7.1)
Number of respondents	76	83	139	84	198	47	118	97	98
Of students in schools providing job skills training, percentage in schools that provided it:									
Routinely to all students	75.8	75.8	72.3	71.2	83.2	53.9	81.7	71.4	69.8
	(8.1)	(8.3)	(6.6)	(9.0)	(4.6)	(13.8)	(6.3)	(8.1)	(8.5)
Routinely only to special education students	12.0	21.9	11.2	12.6	6.6	44.6	15.2	14.4	14.6
	(6.1)	(8.0)	(4.6)	(6.6)	(3.1)	(13.7)	(5.9)	(6.3)	(6.6)
Routinely only to those with some disabilities	2.0	0.0	0.0	5.2	0.0	0.0	1.9	0.0	0.0
	(2.7)	(0.0)	(0.0)	(4.4)	(0.0)	(0.0)	(2.2)	(0.0)	(0.0)
Occasionally to special education students	10.2	2.3	16.5	11.0	10.2	1.5	1.1	14.1	15.7
	(5.7)	(2.9)	(5.5)	(6.2)	(3.7)	(3.3)	(1.7)	(6.3)	(6.8)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	58	55	96	59	143	30	79	74	66
Of students in schools providing job skills training, percentage in schools providing it in:*									
Grades 9 or 10	54.4	55.3	56.4	67.6	62.9	33.1	52.9	63.4	52.4
	(11.9)	(11.8)	(8.8)	(11.0)	(7.4)	(13.7)	(9.2)	(10.7)	(11.4)
Grades 11 or 12	75.1	74.2	76.8	79.6	79.9	53.3	70.5	79.4	75.5
	(8.1)	(7.9)	(6.1)	(7.9)	(4.8)	(11.7)	(7.0)	(7.0)	(7.6)
Ungraded classes	64.5	63.3	31.3	57.1	49.8	65.5	51.1	59.7	43.4
	(13.7)	(13.1)	(9.9)	(14.7)	(8.6)	(16.7)	(10.8)	(13.4)	(13.1)
Number of respondents	25	28	46	25	74	17	46	30	32

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided job development/placement services to secondary special ed. students	73.8	81.6	76.7	65.5	73.2	74.7	72.3	80.3	64.1	76.5	67.8	59.2
	(3.2)	(4.7)	(5.1)	(6.1)	(4.1)	(5.1)	(5.2)	(4.6)	(6.4)	(3.7)	(7.0)	(11.0)
Number of respondents	411	150	140	118	251	159	132	156	123	256	101	50
Of students in schools providing job development/placement services, percentage in schools that provided it:												
Routinely to all students	59.0	59.8	57.1	60.7	61.0	56.4	52.3	63.4	67.9	59.2	53.6	70.8
	(4.1)	(6.5)	(6.9)	(8.0)	(5.4)	(6.5)	(6.9)	(6.4)	(7.0)	(5.0)	(8.6)	(10.8)
Routinely only to special education students	25.0	22.4	34.3	17.0	23.0	27.6	27.5	23.6	20.8	24.4	35.2	6.4
	(3.7)	(5.5)	(6.6)	(6.1)	(4.7)	(5.8)	(6.1)	(5.6)	(6.1)	(4.4)	(8.2)	(5.8)
Routinely only to those with some disabilities	2.5	3.0	2.3	2.3	3.4	1.3	4.7	0.7	0.8	3.1	0.8	0.0
	(1.3)	(2.3)	(2.1)	(2.5)	(2.0)	(1.5)	(2.9)	(1.1)	(1.3)	(1.8)	(1.5)	(0.0)
Occasionally to special education students	12.5	12.8	6.3	18.8	11.9	13.3	13.7	12.3	9.1	12.0	10.4	22.8
	(2.8)	(4.4)	(3.4)	(6.4)	(3.6)	(4.4)	(4.7)	(4.3)	(4.3)	(3.3)	(5.3)	(10.0)
Rarely or never to special education students	1.0	2.0	0.0	1.2	0.7	1.5	1.8	0.0	1.4	1.3	0.0	0.0
	(0.8)	(1.9)	(0.0)	(1.8)	(0.9)	(1.6)	(1.8)	(0.0)	(1.7)	(1.2)	(0.0)	(0.0)
Number of respondents	302	125	106	70	179	122	93	123	86	193	72	33
Of students in schools providing job development/placement services, percentage in schools providing it in:*												
Grade 10	51.1	65.2	52.2	39.6	52.0	49.8	45.1	59.1	49.0	51.1	56.0	---
	(4.9)	(7.3)	(8.5)	(8.8)	(6.2)	(8.0)	(7.7)	(7.5)	(9.3)	(5.8)	(9.7)	
Grade 11	67.2	81.7	76.6	46.1	66.3	68.4	56.7	77.1	71.6	66.1	72.4	---
	(3.9)	(5.3)	(5.8)	(7.8)	(5.1)	(6.2)	(6.8)	(5.5)	(6.9)	(4.8)	(7.6)	
Grade 12	78.9	86.7	82.6	69.6	78.7	79.2	72.9	85.9	80.0	80.0	79.4	---
	(3.3)	(4.4)	(5.1)	(6.8)	(4.2)	(5.3)	(5.7)	(4.4)	(6.1)	(3.8)	(6.8)	
Ungraded classes	27.2	41.5	23.5	20.9	26.2	28.8	22.8	24.2	51.6	24.8	35.0	---
	(5.5)	(10.4)	(9.1)	(8.1)	(6.8)	(9.1)	(7.9)	(8.3)	(11.8)	(6.1)	(12.2)	
Number of respondents	145	51	45	48	90	55	49	56	40	97	35	11

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job development/placement services to secondary special ed. students	80.4	70.0	77.3	76.3	76.9	71.6	68.4	80.8	81.5
	(6.5)	(7.2)	(5.2)	(6.9)	(4.4)	(9.5)	(6.3)	(6.0)	(5.9)
Number of respondents	76	83	138	84	197	47	118	96	98
Of students in schools providing job development/placement services, percentage in schools that provided it:									
Routinely to all students	58.3	54.3	63.0	47.5	70.5	41.2	57.0	63.3	57.5
	(9.2)	(9.3)	(6.7)	(9.2)	(5.5)	(12.4)	(7.8)	(8.5)	(8.3)
Routinely only to special education students	24.5	31.9	21.6	35.8	14.9	40.8	26.3	20.0	29.9
	(8.0)	(8.7)	(5.7)	(8.9)	(4.3)	(12.4)	(7.0)	(7.1)	(7.7)
Routinely only to those with some disabilities	7.1	0.0	2.7	5.2	2.2	3.2	5.5	3.7	0.0
	(4.8)	(0.0)	(2.2)	(4.1)	(1.8)	(4.5)	(3.6)	(3.3)	(0.0)
Occasionally to special education students	9.2	13.8	9.4	8.5	11.6	14.8	11.3	11.5	9.8
	(5.4)	(6.4)	(4.1)	(5.1)	(3.9)	(9.0)	(5.0)	(5.6)	(5.0)
Rarely or never to special education students	0.8	0.0	3.3	2.9	0.8	0.0	0.0	1.6	2.7
	(1.6)	(0.0)	(2.5)	(3.1)	(1.1)	(0.0)	(0.0)	(2.2)	(2.7)
Number of respondents	60	57	103	66	143	35	83	71	76
Of students in schools providing job development/placement services, percentage in schools providing it in:*									
Grade 10	56.1	49.7	53.0	47.0	48.7	63.4	44.1	55.6	59.0
	(11.9)	(10.6)	(8.7)	(11.8)	(7.2)	(13.0)	(8.9)	(10.4)	(11.1)
Grade 11	70.7	60.9	77.1	72.0	69.2	53.7	59.0	70.1	79.0
	(8.7)	(9.2)	(6.1)	(8.8)	(5.6)	(11.6)	(7.6)	(8.5)	(7.1)
Grade 12	83.0	72.1	88.4	85.1	85.5	55.3	72.2	87.7	85.4
	(6.5)	(8.1)	(4.5)	(6.3)	(4.1)	(11.4)	(6.6)	(5.6)	(6.0)
Ungraded classes	17.6	17.5	48.5	38.4	28.3	5.9	24.9	27.2	29.4
	(10.9)	(10.3)	(10.8)	(14.4)	(7.8)	(8.3)	(9.3)	(12.3)	(12.1)
Number of respondents	25	28	45	25	73	17	46	29	32

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing job development/placement services, percentage in schools that typically:												
Referred students to potential employers	82.2	96.0	80.9	70.7	83.5	80.3	80.5	82.4	87.1	82.2	82.8	78.5
	(3.3)	(2.7)	(5.5)	(7.6)	(4.1)	(5.4)	(5.5)	(5.0)	(5.5)	(3.8)	(6.9)	(11.5)
Transported students to/from interviews	55.7	70.8	56.4	40.7	57.5	53.0	51.1	56.5	68.1	52.0	75.6	55.0
	(4.3)	(6.2)	(6.9)	(8.2)	(5.4)	(6.8)	(6.9)	(6.5)	(7.7)	(5.0)	(7.9)	(13.9)
Trained in interviewing skills	89.4	94.0	84.8	89.8	89.1	89.6	86.8	89.1	98.1	88.7	91.2	100
	(2.6)	(3.2)	(5.0)	(5.1)	(3.4)	(4.2)	(4.7)	(4.1)	(2.3)	(3.2)	(5.2)	(0.0)
Reviewed interview experiences	74.0	84.0	72.4	66.3	74.4	73.3	68.0	78.7	79.8	75.4	73.8	63.0
	(3.8)	(5.0)	(6.2)	(7.9)	(4.8)	(6.1)	(6.4)	(5.3)	(6.6)	(4.3)	(8.1)	(13.5)
Helped prepare resumes	67.6	64.9	69.7	67.8	66.9	68.6	68.1	67.7	65.8	70.2	64.0	51.5
	(4.0)	(6.5)	(6.4)	(7.8)	(5.2)	(6.4)	(6.4)	(6.1)	(7.8)	(4.6)	(8.8)	(14.0)
Worked with employers on job modifications	54.4	66.9	52.3	44.8	56.3	51.4	54.8	52.8	57.5	53.9	65.4	29.6
	(4.3)	(6.4)	(7.0)	(8.3)	(5.4)	(6.8)	(6.9)	(6.5)	(8.2)	(5.0)	(8.7)	(12.8)
Number of respondents	297	122	105	69	178	118	92	124	81	193	68	32
Of students in schools providing job development/placement services, average number of special education students who:												
Received job placement services	26	32	30	17	26	26	25	28	23	27	25	20
	(2.7)	(3.6)	(6.2)	(2.5)	(3.1)	(4.9)	(4.5)	(4.3)	(4.3)	(3.1)	(7.2)	(5.5)
Were placed in jobs	15	19	16	10	15	16	13	18	15	16	13	14
	(1.6)	(2.3)	(3.3)	(1.9)	(1.5)	(3.2)	(1.8)	(3.2)	(2.2)	(1.9)	(2.7)	(3.4)
Number of respondents	288	119	98	68	172	115	89	113	82	183	67	33
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	68.5	64.9	78.1	62.3	70.0	66.3	61.9	72.9	78.0	66.0	74.5	85.6
	(2.7)	(4.0)	(4.1)	(5.3)	(3.2)	(4.6)	(4.5)	(3.9)	(4.1)	(3.2)	(5.2)	(5.2)
Number of respondents	276	112	95	68	165	110	89	110	77	177	62	33

Source. Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing job development/placement services, percentage in schools that typically:									
Referred students to potential employers	82.9	81.1	80.2	84.0	73.2	98.8	82.6	81.1	83.3
	(7.0)	(7.7)	(5.8)	(6.8)	(5.5)	(2.8)	(6.2)	(6.9)	(6.5)
Transported students to/from interviews	54.5	49.9	56.7	57.3	46.6	77.5	51.5	51.8	62.7
	(9.2)	(9.8)	(7.2)	(9.2)	(6.2)	(10.4)	(8.2)	(8.8)	(8.4)
Trained in interviewing skills	93.0	91.8	89.8	83.4	92.2	96.0	86.5	92.9	94.5
	(4.7)	(5.4)	(4.4)	(6.9)	(3.3)	(4.9)	(5.6)	(4.5)	(3.9)
Reviewed interview experiences	78.7	73.4	77.7	82.5	65.3	97.8	71.7	78.3	82.3
	(7.6)	(8.7)	(6.0)	(7.1)	(5.9)	(3.7)	(7.4)	(7.3)	(6.6)
Helped prepare resumes	70.9	70.0	67.2	58.2	76.7	58.0	74.3	61.9	70.6
	(8.4)	(9.0)	(6.8)	(9.2)	(5.3)	(12.3)	(7.2)	(8.6)	(7.9)
Worked with employers on job modifications	59.4	50.2	58.4	65.1	54.6	36.4	48.9	67.7	53.4
	(9.1)	(9.8)	(7.1)	(8.9)	(6.2)	(12.0)	(8.2)	(8.3)	(8.6)
Number of respondents	60	54	101	63	142	34	79	71	75
Of students in schools providing job development/placement services, average number of special education students who:									
Received job placement services	30	26	23	33	21	31	29	24	24
	(5.6)	(5.6)	(4.8)	(7.7)	(3.1)	(4.7)	(5.6)	(4.6)	(5.0)
Were placed in jobs	17	18	13	18	13	21	17	14	16
	(4.8)	(3.1)	(2.0)	(5.6)	(1.6)	(3.0)	(4.3)	(2.1)	(2.5)
Number of respondents	57	54	97	59	138	34	78	67	73
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	61.2	70.8	74.7	60.1	69.1	75.1	61.7	66.0	80.8
	(6.1)	(5.9)	(4.2)	(5.4)	(3.9)	(8.5)	(5.9)	(4.8)	(5)
Number of respondents	55	53	93	56	132	34	74	67	70

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25A: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided postemployment services to secondary special ed. students	44.9	58.8	49.7	30.2	46.7	42.3	42.0	50.2	41.2	45.9	46.6	34.9
	(3.6)	(6.1)	(6.1)	(5.8)	(4.6)	(5.8)	(5.7)	(5.8)	(6.6)	(4.3)	(7.5)	(10.7)
Number of respondents	410	148	140	119	249	160	132	155	123	255	101	50
Of the students in schools providing postemployment services, percentage in schools providing it in:*												
Grade 10	26.7	36.8	34.8	12.6	27.0	26.3	17.8	33.8	36.2	23.8	35.3	---
	(5.0)	(9.3)	(8.6)	(6.7)	(6.4)	(8.0)	(6.8)	(8.5)	(10.2)	(5.6)	(10.9)	
Grade 11	41.3	63.3	51.1	13.2	44.8	35.6	27.9	53.1	49.9	37.6	56.3	---
	(5.1)	(8.2)	(8.3)	(6.8)	(6.5)	(8.2)	(7.5)	(8.1)	(9.8)	(6.0)	(10.1)	
Grade 12	55.9	77.0	64.5	30.4	56.1	55.7	47.7	63.6	63.4	55.2	62.5	---
	(4.8)	(6.6)	(7.5)	(8.6)	(6.0)	(8.0)	(7.5)	(7.4)	(8.9)	(5.6)	(9.5)	
Ungraded classes	20.9	26.2	11.8	24.1	19.6	23.0	28.7	12.8	16.8	23.2	16.3	---
	(5.1)	(9.7)	(6.9)	(8.9)	(6.3)	(8.8)	(8.7)	(6.7)	(9.4)	(6.1)	(9.9)	
Number of respondents	136	46	45	44	85	51	48	53	35	93	32	9
Of the students in schools providing postemployment services, percentage in schools that typically:												
Contacted only students after employment	3.1	1.0	4.0	3.8	2.3	4.5	3.5	3.2	2.1	3.9	1.0	0.0
	(1.9)	(1.6)	(3.5)	(4.8)	(2.1)	(3.6)	(3.3)	(3.0)	(2.6)	(2.6)	(2.1)	(0.0)
Contacted only employers after employment	0.4	1.1	0.0	0.0	0.6	0.0	0.0	0.0	2.5	0.0	2.2	0.0
	(0.7)	(1.6)	(0.0)	(0.0)	(1.1)	(0.0)	(0.0)	(0.0)	(2.9)	(0.0)	(3.1)	(0.0)
Contacted both students and employers after employment	96.5	98.0	96.0	96.2	97.1	95.5	96.5	96.8	95.4	96.1	96.8	100
	(2.0)	(2.3)	(3.5)	(4.8)	(2.4)	(3.6)	(3.3)	(3.0)	(3.8)	(2.6)	(3.7)	(0.0)
Number of respondents	184	86	66	31	114	70	54	75	55	115	50	18
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	9.6	8.5	11.9	7.3	8.6	11.4	8.7	10.8	9.4	9.9	9.2	---
	(1.2)	(1.8)	(2.0)	(2.0)	(1.5)	(1.9)	(1.3)	(2.3)	(2.6)	(1.4)	(2.3)	
Number of respondents	123	58	49	15	77	46	41	48	34	79	32	11

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25B: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided postemployment services to secondary special ed. students	51.5	40.3	47.4	52.8	44.5	37.9	37.7	50.2	54.4
	(8.2)	(7.8)	(6.2)	(8.2)	(5.2)	(10.3)	(6.6)	(7.6)	(7.6)
Number of respondents	76	82	138	82	198	47	117	97	97
Of the students in schools providing postemployment services, percentage in schools providing it in:*									
Grade 10	33.6	27.0	30.9	28.1	31.4	13.1	25.2	29.6	31.2
	(12.8)	(11.0)	(9.1)	(12.1)	(7.5)	(11.5)	(9.0)	(11.2)	(11.3)
Grade 11	54.9	34.1	46.0	40.2	43.3	25.0	42.4	40.3	44.8
	(11.6)	(10.9)	(9.1)	(11.8)	(7.5)	(13.4)	(9.1)	(11.3)	(11.2)
Grade 12	65.8	48.0	63.4	63.8	57.7	30.4	49.5	63.1	62.6
	(10.0)	(10.7)	(8.2)	(10.0)	(7.0)	(13.6)	(8.7)	(9.7)	(10.3)
Ungraded classes	22.2	36.3	22.9	30.6	14.5	47.6	26.7	22.8	30.6
	(12.2)	(13.3)	(9.7)	(14.2)	(6.4)	(18.1)	(9.9)	(12.0)	(12.8)
Number of respondents	24	27	40	23	67	16	43	27	29
Of the students in schools providing postemployment services, percentage in schools that typically:									
Contacted only students after employment	1.2	6.2	3.0	2.4	5.5	0.0	1.3	8.0	0.0
	(2.5)	(6.2)	(2.9)	(3.4)	(3.6)	(0.0)	(2.4)	(6.2)	(0.0)
Contacted only employers after employment	1.4	0.0	0.0	1.8	0.0	0.0	0.0	1.5	0.0
	(2.6)	(0.0)	(0.0)	(3.0)	(0.0)	(0.0)	(0.0)	(2.8)	(0.0)
Contacted both students and employers after employment	97.4	93.8	97.0	95.9	94.5	100	98.7	90.5	100
	(3.6)	(6.2)	(2.9)	(4.5)	(3.6)	(0.0)	(2.4)	(6.7)	(0.0)
Number of respondents	39	31	67	44	87	17	46	46	50
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	10.5	6.0	13.9	11.2	8.9	---	8.4	10.9	13.2
	(2.3)	(1.3)	(3.1)	(2.5)	(2.0)		(2.0)	(2.3)	(3.8)
Number of respondents	27	19	41	31	54	9	32	31	28

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided life skills programs to secondary special education students	90.7	90.8	84.8	96.3	89.5	92.4	89.1	91.6	93.1	90.4	88.8	98.6
	(2.1)	(3.5)	(4.3)	(2.4)	(2.8)	(3.1)	(3.5)	(3.2)	(3.4)	(2.6)	(4.8)	(2.6)
Number of respondents	413	150	141	119	250	162	136	154	123	258	101	50
Of students in schools providing life skills programs, percentage that provided it:												
Routinely to all students	58.1	49.1	55.7	67.3	59.6	55.9	56.9	62.1	53.0	58.5	53.3	61.5
	(3.8)	(6.5)	(6.6)	(6.3)	(4.9)	(6.0)	(6.1)	(6.1)	(6.8)	(4.6)	(8.1)	(9.9)
Routinely only to special education students	19.9	31.2	29.4	2.7	19.7	20.2	17.6	18.4	29.4	18.3	25.5	24.1
	(3.1)	(6.0)	(6.0)	(2.2)	(4.0)	(4.9)	(4.7)	(4.9)	(6.2)	(3.6)	(7.1)	(8.7)
Routinely only to those with some disabilities	18.5	19.6	9.8	25.3	18.0	19.2	21.3	16.3	15.5	18.9	19.7	14.4
	(3.0)	(5.1)	(3.9)	(5.9)	(3.8)	(4.8)	(5.1)	(4.7)	(4.9)	(3.7)	(6.5)	(7.2)
Occasionally to special education students	3.1	0.1	4.0	4.7	2.5	3.9	4.2	2.4	1.5	3.9	0.9	0.0
	(1.3)	(0.4)	(2.6)	(2.9)	(1.6)	(2.4)	(2.5)	(1.9)	(1.7)	(1.8)	(1.6)	(0.0)
Rarely or never to special education students	0.4	0.0	1.2	0.0	0.2	0.7	0.0	0.8	0.5	0.4	0.6	0.0
	(0.5)	(0.0)	(1.4)	(0.0)	(0.4)	(1.0)	(0.0)	(1.2)	(1.0)	(0.6)	(1.2)	(0.0)
Number of respondents	356	133	117	105	216	139	115	131	110	225	82	46
Of students in schools providing life skills programs, percentage providing it in:*												
Grades 7 or 8	23.3	20.4	34.5	16.0	20.0	28.0	31.8	13.2	16.1	23.1	18.9	---
	(4.9)	(7.9)	(9.2)	(7.2)	(5.8)	(8.4)	(7.7)	(6.5)	(8.4)	(5.5)	(8.5)	
Grades 9 or 10	76.8	74.1	73.6	81.6	73.9	81.2	76.8	75.8	79.6	79.0	68.3	---
	(3.7)	(6.1)	(6.8)	(5.9)	(4.8)	(5.5)	(5.8)	(5.9)	(6.5)	(4.2)	(8.6)	
Grades 11 or 12	78.0	74.1	78.0	81.4	75.8	81.3	77.4	78.7	78.4	81.1	68.4	---
	(3.5)	(5.9)	(6.1)	(5.7)	(4.6)	(5.3)	(5.6)	(5.4)	(6.4)	(3.9)	(8.3)	
Ungraded classes	67.1	73.6	53.9	71.9	67.7	66.1	70.7	60.7	72.2	66.5	63.9	---
	(5.7)	(9.3)	(10.6)	(8.8)	(7.2)	(9.4)	(8.4)	(9.5)	(10.5)	(6.6)	(12.1)	
Number of respondents	147	51	45	50	91	56	51	56	40	98	36	11

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided life skills programs to secondary special education students	91.2	88.0	84.1	87.5	88.4	94.5	86.4	90.9	87.9
	(4.6)	(5.1)	(4.5)	(5.4)	(3.3)	(4.8)	(4.6)	(4.4)	(4.9)
Number of respondents	76	84	139	83	200	47	119	97	98
Of students in schools providing life skills programs, percentage that provided it:									
Routinely to all students	57.9	64.1	47.3	67.0	54.8	65.3	56.8	62.0	51.7
	(8.5)	(8.1)	(6.7)	(8.2)	(5.6)	(11.3)	(7.2)	(7.9)	(8.2)
Routinely only to special education students	16.4	20.4	30.1	14.5	20.5	25.6	19.3	15.7	30.8
	(6.4)	(6.8)	(6.1)	(6.1)	(4.5)	(10.3)	(5.7)	(6.0)	(7.5)
Routinely only to those with some disabilities	18.1	14.3	18.0	15.2	19.9	7.1	19.4	17.8	13.3
	(6.6)	(5.9)	(5.1)	(6.2)	(4.5)	(6.1)	(5.7)	(6.3)	(5.5)
Occasionally to special education students	7.5	1.1	4.1	3.4	4.6	2.0	4.5	4.4	3.7
	(4.5)	(1.8)	(2.6)	(3.1)	(2.3)	(3.3)	(3.0)	(3.4)	(3.1)
Rarely or never to special education students	0.0	0.0	0.4	0.0	0.2	0.0	0.0	0.0	0.5
	(0.0)	(0.0)	(0.9)	(0.0)	(0.5)	(0.0)	(0.0)	(0.0)	(1.1)
Number of respondents	67	69	114	71	169	39	97	83	82
Of students in schools providing life skills programs, percentage providing it in:*									
Grades 7 or 8	9.7	28.2	31.6	28.1	23.9	15.0	22.7	27.7	18.4
	(8.3)	(11.0)	(9.4)	(11.8)	(7.0)	(12.2)	(8.6)	(10.8)	(10.0)
Grades 9 or 10	73.5	75.8	80.0	72.8	78.4	73.2	64.1	85.4	84.9
	(8.6)	(8.5)	(6.0)	(8.9)	(5.3)	(10.4)	(7.7)	(6.6)	(6.6)
Grades 11 or 12	75.2	76.4	81.0	73.3	80.9	74.6	65.7	86.0	85.2
	(8.0)	(8.0)	(5.7)	(8.7)	(4.8)	(9.9)	(7.5)	(6.2)	(6.1)
Ungraded classes	77.6	73.7	67.7	67.1	63.5	88.8	76.3	58.3	80.7
	(12.0)	(11.8)	(10.0)	(13.9)	(8.2)	(11.1)	(9.1)	(13.4)	(10.5)
Number of respondents	25	29	46	25	75	17	47	30	32

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Continued)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*												
Self-care skills	36.0	34.8	38.6	34.7	34.3	38.5	39.6	37.3	23.7	41.3	22.7	14.0
	(3.9)	(6.4)	(6.9)	(6.5)	(4.9)	(6.4)	(6.2)	(6.4)	(6.3)	(4.8)	(7.1)	(8.5)
Functional skills (e.g., telling time)	87.5	78.5	91.4	90.9	83.1	93.5	87.0	85.6	92.7	86.8	90.0	88.5
	(2.7)	(5.5)	(4.0)	(3.9)	(3.9)	(3.2)	(4.3)	(4.6)	(3.9)	(3.3)	(5.1)	(7.8)
Home care skills (e.g., cooking)	84.6	81.4	79.0	91.2	81.2	89.5	85.6	85.9	79.4	86.5	79.3	77.8
	(2.9)	(5.2)	(5.8)	(3.9)	(4.1)	(4.0)	(4.5)	(4.6)	(6.0)	(3.3)	(6.9)	(10.1)
Planning/goal setting	98.5	100	96.2	99.1	97.4	100	99.2	97.9	97.8	98.5	100	95.6
	(1.0)	(0.0)	(2.7)	(1.3)	(1.6)	(0.0)	(1.1)	(1.9)	(2.2)	(1.2)	(0.0)	(5.0)
Social skills (e.g., conflict resolution, self expression)	97.9	99.1	96.2	98.4	97.1	99.1	99.2	97.5	95.4	98.4	97.1	95.6
	(1.2)	(1.2)	(2.7)	(1.7)	(1.7)	(1.2)	(1.1)	(2.0)	(3.1)	(1.2)	(2.8)	(5.0)
Use of community resources	93.6	97.8	85.7	96.5	91.8	96.0	95.1	92.9	90.9	93.5	93.3	94.1
	(2.0)	(2.0)	(5.0)	(2.5)	(2.8)	(2.6)	(2.7)	(3.4)	(4.3)	(2.4)	(4.2)	(5.8)
Number of respondents	330	125	101	103	200	129	108	122	100	205	80	42
Percentage in schools with life skills programs for the severely impaired that included training in:**												
Self-care skills	60.8	41.8	63.5	77.2	56.5	66.7	69.6	52.9	49.1	60.6	68.7	47.7
	(5.4)	(8.6)	(9.3)	(8.5)	(7.0)	(8.4)	(7.7)	(9.7)	(9.6)	(6.7)	(10.7)	(14.7)
Functional skills (e.g., telling time)	66.7	71.9	67.4	60.6	64.9	69.0	66.7	57.4	82.1	66.3	69.6	60.6
	(5.2)	(7.8)	(9.1)	(9.9)	(6.7)	(8.3)	(7.9)	(9.6)	(7.4)	(6.5)	(10.6)	(14.3)
Home care skills (e.g., cooking)	77.9	68.1	75.0	90.0	77.3	78.5	80.0	69.7	85.3	77.6	74.3	82.5
	(4.6)	(8.1)	(8.4)	(6.1)	(5.9)	(7.4)	(6.7)	(8.9)	(6.8)	(5.7)	(10.1)	(11.1)
Planning/goal setting	96.3	91.9	97.1	100	94.7	98.6	97.8	92.5	98.4	98.0	86.8	100
	(2.1)	(4.7)	(3.2)	(0.0)	(3.2)	(2.1)	(2.5)	(5.1)	(2.4)	(1.9)	(7.8)	(0.0)
Social skills (e.g., conflict resolution, self expression)	96.3	91.9	97.1	100	94.7	98.6	97.8	92.5	98.4	98.0	86.8	100
	(2.1)	(4.7)	(3.2)	(0.0)	(3.2)	(2.1)	(2.5)	(5.1)	(2.4)	(1.9)	(7.8)	(0.0)
Use of community resources	86.2	87.1	75.7	94.2	84.8	88.0	90.2	79.4	85.8	87.5	81.1	83.5
	(3.8)	(5.8)	(8.3)	(4.7)	(5.1)	(5.8)	(5.0)	(7.8)	(6.7)	(4.5)	(9.1)	(10.9)
Number of respondents	178	75	55	47	108	69	62	56	60	103	43	29

* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.
** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Continued)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*									
Self-care skills	40.1	31.2	33.6	41.2	29.9	29.3	35.2	36.9	31.7
	(9.0)	(8.1)	(6.9)	(9.0)	(5.6)	(10.3)	(7.4)	(8.1)	(8.1)
Functional skills (e.g., telling time)	86.0	89.4	87.5	84.6	90.6	79.9	96.7	78.1	86.5
	(6.4)	(5.4)	(4.8)	(6.6)	(3.5)	(9.1)	(2.8)	(7.0)	(5.9)
Home care skills (e.g., cooking)	89.3	85.2	75.8	83.6	80.3	90.1	88.7	83.6	74.4
	(5.7)	(6.2)	(6.2)	(6.8)	(4.8)	(6.8)	(4.9)	(6.3)	(7.6)
Planning/goal setting	98.4	97.8	98.3	97.9	98.1	100	96.9	100	98.3
	(2.3)	(2.6)	(1.9)	(2.6)	(1.6)	(0.0)	(2.7)	(0.0)	(2.3)
Social skills (e.g., conflict resolution, self expression)	98.1	97.2	98.2	96.8	97.4	100	95.5	100	97.6
	(2.5)	(2.9)	(1.9)	(3.2)	(1.9)	(0.0)	(3.2)	(0.0)	(2.7)
Use of community resources	94.5	94.5	88.4	92.5	91.5	94.7	93.3	93.5	88.1
	(4.2)	(4.0)	(4.7)	(4.8)	(3.4)	(5.1)	(3.9)	(4.2)	(5.6)
Number of respondents	61	68	100	66	149	41	89	78	74
Percentage in schools with life skills programs for the severely impaired that included training in:**									
Self-care skills	55.2	71.5	52.3	73.9	62.1	45.9	71.0	56.8	49.7
	(13.2)	(10.7)	(9.8)	(12.5)	(7.9)	(13.7)	(9.3)	(12.5)	(11.4)
Functional skills (e.g., telling time)	60.2	63.4	75.5	85.6	65.5	57.2	72.2	68.5	54.9
	(13.0)	(11.4)	(8.4)	(10.0)	(7.7)	(13.6)	(9.2)	(11.7)	(11.4)
Home care skills (e.g., cooking)	74.3	79.3	75.5	86.0	73.4	77.5	85.6	83.8	56.8
	(11.6)	(9.6)	(8.4)	(9.9)	(7.2)	(11.5)	(7.2)	(9.3)	(11.3)
Planning/goal setting	89.7	98.8	94.9	97.9	93.2	100	96.4	98.6	88.9
	(8.1)	(2.5)	(4.3)	(4.1)	(4.1)	(0.0)	(3.8)	(3.0)	(7.2)
Social skills (e.g., conflict resolution, self expression)	89.7	98.8	94.9	97.9	93.2	100	96.4	98.6	88.9
	(8.1)	(2.5)	(4.3)	(4.1)	(4.1)	(0.0)	(3.8)	(3.0)	(7.2)
Use of community resources	78.0	86.3	86.8	87.5	80.0	94.0	87.9	90.4	74.2
	(11.0)	(8.2)	(6.7)	(9.4)	(6.5)	(6.5)	(6.7)	(7.4)	(10.0)
Number of respondents	29	37	55	27	83	28	51	35	43

* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.
** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*												
Self-care skills	80.3	68.1	59.0	96.7	77.6	84.7	87.4	73.2	70.4	80.8	87.5	61.0
	(4.7)	(8.9)	(11.9)	(3.2)	(6.2)	(7.0)	(5.9)	(9.1)	(9.5)	(5.4)	(8.5)	(17.7)
Functional skills (e.g., telling time)	84.0	88.6	76.5	84.1	85.6	81.3	84.1	82.9	86.0	88.3	74.5	58.0
	(4.3)	(6.1)	(10.3)	(6.6)	(5.2)	(7.6)	(6.5)	(7.7)	(7.2)	(4.4)	(11.2)	(17.9)
Home care skills (e.g., cooking)	86.7	87.4	71.4	92.5	87.6	85.1	85.3	86.7	91.4	86.8	90.2	78.7
	(4.0)	(6.3)	(10.9)	(4.8)	(4.9)	(6.9)	(6.3)	(7.0)	(5.8)	(4.7)	(7.6)	(14.9)
Planning/goal setting	96.4	89.3	100	99.5	96.7	96.0	94.7	99.1	97.1	97.1	90.9	100
	(2.2)	(5.9)	(0.0)	(1.3)	(2.7)	(3.8)	(4.0)	(1.9)	(3.5)	(2.3)	(7.4)	(0.0)
Social skills (e.g., conflict resolution, self expression)	96.6	92.2	99.1	98.4	95.6	98.4	96.2	98.5	94.3	97.1	95.9	93.3
	(2.1)	(5.1)	(2.3)	(2.3)	(3.1)	(2.4)	(3.4)	(2.5)	(4.8)	(2.3)	(5.1)	(9.1)
Use of community resources	93.4	92.2	90.8	95.1	91.3	96.8	92.8	95.0	92.1	93.2	95.9	90.1
	(2.9)	(5.1)	(7.0)	(3.9)	(4.2)	(3.4)	(4.6)	(4.5)	(5.6)	(3.5)	(5.1)	(10.8)
Number of respondents	157	62	35	59	97	59	56	50	51	102	35	19

* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*									
Self-care skills	72.2	87.7	78.9	78.9	78.1	---	86.5	76.9	65.0
	(11.4)	(8.4)	(8.9)	(10.4)	(6.9)		(7.7)	(9.5)	(13.1)
Functional skills (e.g., telling time)	96.7	76.0	87.7	84.3	87.8	---	85.4	93.0	78.4
	(4.5)	(10.9)	(7.2)	(9.2)	(5.5)		(8.0)	(5.7)	(11.3)
Home care skills (e.g., cooking)	91.6	87.3	82.2	84.8	83.4	---	96.8	91.0	68.0
	(7.0)	(8.5)	(8.4)	(9.1)	(6.2)		(4.0)	(6.4)	(12.8)
Planning/goal setting	96.7	98.7	93.0	89.2	97.5	---	96.8	99.8	90.3
	(4.5)	(2.9)	(5.6)	(7.9)	(2.6)		(4.0)	(1.1)	(8.1)
Social skills (e.g., conflict resolution, self expression)	96.7	98.7	92.4	92.6	97.7	---	96.8	99.4	90.3
	(4.5)	(2.9)	(5.8)	(6.6)	(2.5)		(4.0)	(1.8)	(8.1)
Use of community resources	91.8	98.7	83.1	92.6	92.3	---	95.9	93.0	84.1
	(6.9)	(2.9)	(8.2)	(6.6)	(4.4)		(4.5)	(5.7)	(10.0)
Number of respondents	32	32	44	34	79	12	42	44	30

* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27A: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH SPEECH IMPAIRMENTS ATTENDED SECONDARY SCHOOL

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage who attended secondary school in communities with educational resources that included:												
Special secondary schools for students with disabilities	64.6	70.0	77.6	45.5	66.8	61.4	58.8	71.9	66.0	61.2	78.8	72.2
	(3.6)	(5.8)	(5.0)	(6.9)	(4.5)	(6.0)	(5.7)	(5.4)	(6.7)	(4.3)	(6.5)	(10.6)
Alternative/continuation schools	61.2	82.8	75.2	25.9	59.5	63.9	55.0	69.8	60.8	60.3	68.1	61.9
	(3.7)	(4.7)	(5.3)	(6.1)	(4.7)	(5.9)	(5.8)	(5.6)	(6.9)	(4.4)	(7.5)	(11.6)
Vocational secondary schools	68.0	76.5	66.7	61.6	69.6	65.6	72.5	62.2	67.1	70.2	67.1	46.6
	(3.5)	(5.2)	(5.7)	(6.7)	(4.4)	(5.7)	(5.1)	(5.8)	(6.6)	(4.0)	(7.5)	(11.9)
Magnet secondary schools	24.3	54.6	14.9	3.1	27.9	18.9	21.3	27.9	25.1	25.2	24.7	13.2
	(3.4)	(6.2)	(4.7)	(2.6)	(4.5)	(5.0)	(5.0)	(5.6)	(6.6)	(4.0)	(7.1)	(8.6)
Postsecondary schools with programs for students with disabilities	70.3	84.0	80.0	50.6	73.4	65.8	69.1	74.9	62.7	71.0	70.0	59.2
	(3.7)	(4.9)	(5.3)	(7.2)	(4.6)	(6.1)	(5.7)	(5.5)	(7.4)	(4.3)	(7.9)	(12.4)
Number of respondents	337	127	116	88	201	135	114	129	94	217	77	39
Percentage who attended secondary school in communities with adult services that included:												
Work facilities for adults with disabilities (e.g., sheltered workshops)	82.3	96.0	91.0	64.4	81.1	84.0	77.0	87.5	85.9	82.4	80.8	83.1
	(2.8)	(2.5)	(3.5)	(6.1)	(3.6)	(4.4)	(4.9)	(3.9)	(4.8)	(3.3)	(6.1)	(8.5)
Group homes for adults with disabilities	78.0	92.3	92.3	50.5	82.0	71.5	67.7	88.8	84.6	75.9	82.7	91.7
	(3.2)	(3.4)	(3.4)	(7.0)	(3.7)	(5.7)	(5.6)	(3.9)	(5.2)	(3.9)	(6.1)	(6.6)
Public job training programs (e.g., JTPA)	92.4	98.0	96.2	84.8	94.2	89.6	89.1	95.8	93.8	92.7	91.3	91.0
	(2.0)	(1.8)	(2.4)	(4.7)	(2.3)	(3.8)	(3.8)	(2.5)	(3.4)	(2.4)	(4.5)	(6.6)
Centers for independent living	60.8	81.8	71.4	34.8	63.9	55.6	54.7	67.7	65.0	59.7	68.4	56.0
	(4.1)	(5.3)	(6.5)	(7.0)	(5.1)	(6.8)	(6.3)	(6.3)	(7.6)	(4.8)	(8.3)	(13.9)
Advocacy groups for people with disabilities	86.7	99.1	94.2	68.0	87.2	86.1	83.6	90.3	87.4	85.7	89.6	88.5
	(2.6)	(1.2)	(2.9)	(6.5)	(3.3)	(4.3)	(4.6)	(3.6)	(4.6)	(3.2)	(4.9)	(7.3)
Support or social groups for people with disabilities	83.2	96.8	90.0	62.0	86.2	78.9	72.7	93.3	89.0	80.7	90.6	90.5
	(3.0)	(2.4)	(3.9)	(7.4)	(3.6)	(5.3)	(5.8)	(3.3)	(4.6)	(3.9)	(5.1)	(6.8)
Accommodations on public transportation for people with disabilities	73.1	94.7	90.9	34.4	76.9	66.9	60.8	86.5	82.2	71.0	83.2	78.1
	(3.5)	(2.9)	(3.7)	(7.2)	(4.2)	(6.1)	(5.9)	(4.3)	(5.7)	(4.2)	(6.5)	(10.2)
Number of respondents	311	121	98	82	193	117	103	115	88	202	72	32

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27B: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH SPEECH IMPAIRMENTS ATTENDED SECONDARY SCHOOL

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended secondary school in communities with educational resources that included:									
Special secondary schools for students with disabilities	64.4	61.7	63.5	80.2	61.9	51.2	62.1	74.8	53.9
	(8.0)	(7.9)	(6.0)	(7.0)	(5.1)	(10.6)	(6.8)	(6.7)	(7.5)
Alternative/continuation schools	63.5	62.3	65.1	77.2	52.8	74.8	58.2	61.2	71.4
	(8.2)	(7.9)	(6.0)	(7.3)	(5.3)	(9.2)	(7.0)	(7.5)	(6.9)
Vocational secondary schools	77.9	66.0	61.3	81.0	69.5	49.7	70.8	81.3	52.0
	(6.8)	(7.6)	(6.1)	(6.7)	(4.9)	(10.5)	(6.3)	(5.9)	(7.6)
Magnet secondary schools	26.4	24.6	25.1	42.4	16.4	28.0	26.5	22.5	25.1
	(7.7)	(7.3)	(5.7)	(8.6)	(4.2)	(9.7)	(6.4)	(6.8)	(6.9)
Postsecondary schools with programs for students with disabilities	72.2	71.5	69.0	76.6	68.3	76.1	66.4	74.0	70.3
	(8.4)	(7.7)	(6.3)	(8.0)	(5.3)	(9.4)	(7.3)	(7.4)	(7.2)
Number of respondents	58	71	116	62	168	43	89	79	90
Percentage who attended secondary school in communities with adult services that included:									
Work facilities for adults with disabilities (e.g., sheltered workshops)	89.8	79.3	85.6	87.6	80.5	87.1	82.6	82.8	89.9
	(5.0)	(6.5)	(4.4)	(5.6)	(4.2)	(7.2)	(5.3)	(5.7)	(4.6)
Group homes for adults with disabilities	77.6	73.3	81.5	82.7	76.0	73.2	73.0	81.6	79.1
	(7.2)	(7.3)	(5.0)	(6.6)	(4.6)	(9.8)	(6.4)	(6.1)	(6.3)
Public job training programs (e.g., JTPA)	91.5	90.0	96.7	95.0	92.5	87.8	91.2	93.3	91.3
	(5.1)	(4.8)	(2.3)	(3.8)	(2.9)	(7.4)	(4.1)	(4.0)	(4.5)
Centers for independent living	67.1	51.6	69.1	74.1	59.4	44.6	54.5	68.0	65.2
	(8.9)	(9.1)	(6.5)	(8.0)	(6.0)	(11.7)	(7.9)	(7.7)	(8.4)
Advocacy groups for people with disabilities	89.0	88.1	87.2	92.1	80.8	100	88.2	85.8	87.9
	(5.4)	(5.5)	(4.3)	(4.6)	(4.3)	(0.0)	(4.7)	(5.6)	(5.1)
Support or social groups for people with disabilities	88.8	81.6	81.4	91.0	82.8	70.8	82.7	87.0	80.5
	(5.8)	(7.0)	(5.5)	(5.3)	(4.5)	(10.7)	(5.8)	(5.8)	(6.7)
Accommodations on public transportation for people with disabilities	75.9	66.8	82.7	88.7	71.5	61.3	68.3	73.8	82.5
	(7.7)	(7.9)	(5.1)	(5.6)	(5.2)	(10.6)	(7.1)	(7.0)	(6.1)
Number of respondents	57	63	107	65	149	35	86	74	73

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage ever received:												
Job training	50.9	51.9	53.8	51.0	55.0	45.0	40.6	59.6	62.6	50.1	61.5	44.1
	(3.0)	(5.3)	(5.5)	(5.9)	(3.9)	(4.9)	(4.7)	(5.1)	(5.2)	(3.8)	(6.5)	(7.6)
Speech/language therapy	76.6	73.9	82.5	75.0	76.3	77.1	77.2	75.0	77.9	76.8	82.7	70.0
	(2.6)	(4.7)	(4.2)	(5.2)	(3.4)	(4.1)	(4.0)	(4.5)	(4.5)	(3.2)	(5.1)	(7.1)
Personal counseling/ therapy	18.8	29.0	14.2	14.5	19.7	17.6	14.1	20.7	28.2	17.9	29.8	10.5
	(2.4)	(4.8)	(3.9)	(4.2)	(3.1)	(3.8)	(3.3)	(4.2)	(4.9)	(2.9)	(6.2)	(4.7)
Occupational therapy/ life skills training	26.8	23.5	33.4	26.6	23.0	32.6	21.8	29.7	35.3	25.0	37.8	21.8
	(2.7)	(4.5)	(5.2)	(5.3)	(3.3)	(4.6)	(4.0)	(4.7)	(5.1)	(3.3)	(6.5)	(6.3)
A tutor, reader, or interpreter	22.3	24.1	21.6	18.6	23.2	21.1	19.5	21.9	30.6	22.3	17.6	32.3
	(2.6)	(4.6)	(4.5)	(4.6)	(3.3)	(4.0)	(3.8)	(4.3)	(5.0)	(3.2)	(5.1)	(7.2)
Physical therapy/mobility training	3.2	4.1	3.2	2.2	3.9	2.3	1.7	3.6	6.7	2.9	5.6	2.8
	(1.1)	(2.1)	(2.0)	(1.8)	(1.5)	(1.5)	(1.2)	(2.0)	(2.7)	(1.3)	(3.1)	(2.5)
Help with transportation because of disability	4.8	8.0	4.1	1.2	4.4	5.6	2.9	6.6	7.0	5.6	1.8	4.9
	(1.3)	(2.9)	(2.2)	(1.3)	(1.6)	(2.3)	(1.6)	(2.6)	(2.7)	(1.8)	(1.8)	(3.3)
Number of respondents	575	197	166	135	343	228	190	193	190	331	127	104

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever received:									
Job training	47.9	48.4	52.3	44.5	56.4	38.8	51.4	45.8	48.4
	(6.6)	(6.2)	(5.4)	(6.2)	(4.5)	(8.9)	(5.3)	(6.5)	(6.4)
Speech/language therapy	78.1	84.0	85.0	73.2	84.3	75.5	75.7	82.8	90.3
	(5.5)	(4.6)	(3.9)	(5.5)	(3.3)	(7.9)	(4.6)	(5.0)	(3.8)
Personal counseling/ therapy	16.7	22.6	26.4	18.2	24.1	19.9	18.4	20.1	30.7
	(5.0)	(5.2)	(4.8)	(4.8)	(3.9)	(7.4)	(4.1)	(5.2)	(6.0)
Occupational therapy/ life skills training	18.5	30.6	27.5	24.2	29.9	11.7	23.4	24.3	28.3
	(5.2)	(5.7)	(4.9)	(5.3)	(4.2)	(5.9)	(4.5)	(5.7)	(5.8)
A tutor, reader, or interpreter	24.3	24.2	38.3	25.8	25.1	24.8	23.2	25.6	39.6
	(5.7)	(5.3)	(5.3)	(5.5)	(4.0)	(7.9)	(4.5)	(5.7)	(6.3)
Physical therapy/mobility training	4.3	3.6	3.1	3.3	3.7	3.3	4.0	3.8	2.9
	(2.7)	(2.3)	(1.9)	(2.2)	(1.7)	(3.2)	(2.1)	(2.5)	(2.2)
Help with transportation because of disability	6.6	4.0	2.0	5.7	3.6	5.6	5.6	4.2	4.5
	(3.3)	(2.4)	(1.5)	(2.9)	(1.7)	(4.2)	(2.4)	(2.6)	(2.7)
Number of respondents	114	135	175	140	259	62	187	128	133

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS (Continued)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received in past year:												
Job training	43.3	44.1	46.7	43.7	47.7	37.2	37.2	53.6	40.7	47.0	53.5	10.9
	(3.0)	(5.3)	(5.5)	(5.9)	(3.9)	(4.7)	(4.6)	(5.1)	(5.2)	(3.8)	(6.7)	(4.8)
Speech/language therapy	45.7	41.9	56.0	39.4	45.7	46.1	48.9	52.3	24.9	50.1	53.9	10.4
	(3.1)	(5.3)	(5.5)	(5.9)	(3.9)	(4.9)	(4.8)	(5.2)	(4.7)	(3.8)	(6.7)	(4.7)
Personal counseling/ therapy	9.6	14.5	6.3	8.8	9.7	9.5	7.2	10.6	14.4	9.4	16.7	1.6
	(1.8)	(3.8)	(2.7)	(3.4)	(2.3)	(2.9)	(2.5)	(3.2)	(3.8)	(2.2)	(5.0)	(1.9)
Occupational therapy/ life skills training	17.7	13.1	20.9	19.8	13.1	24.5	14.7	20.7	20.4	17.6	31.0	2.0
	(2.3)	(3.6)	(4.5)	(4.7)	(2.7)	(4.2)	(3.4)	(4.2)	(4.3)	(2.9)	(6.2)	(2.2)
A tutor, reader, or interpreter	10.3	12.1	9.7	8.7	11.3	8.9	9.5	11.9	9.2	10.4	11.2	9.7
	(1.9)	(3.5)	(3.3)	(3.4)	(2.5)	(2.8)	(2.8)	(3.4)	(3.1)	(2.3)	(4.2)	(4.6)
Physical therapy/mobility training	1.6	2.2	2.1	0.0	2.2	0.8	0.6	2.0	3.8	1.4	2.5	2.1
	(0.8)	(1.6)	(1.6)	(0.0)	(1.2)	(0.9)	(0.7)	(1.5)	(2.0)	(0.9)	(2.1)	(2.2)
Help with transportation because of disability	65.3	65.0	70.0	73.0	66.1	64.7	70.0	75.6	33.6	74.0	75.0	3.1
	(2.9)	(5.1)	(5.1)	(5.3)	(3.7)	(4.7)	(4.4)	(4.5)	(5.1)	(3.4)	(5.8)	(2.7)
Number of respondents	572	197	166	134	340	227	190	193	188	331	126	104

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS (Continued)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in past year:									
Job training	39.9	43.6	43.2	35.6	48.4	37.9	43.4	39.2	40.9
	(6.5)	(6.2)	(5.4)	(5.9)	(4.5)	(8.9)	(5.3)	(6.4)	(6.3)
Speech/language therapy	50.2	49.4	41.5	43.3	45.7	48.4	46.9	51.2	42.6
	(6.7)	(6.2)	(5.4)	(6.2)	(4.6)	(9.1)	(5.4)	(6.6)	(6.4)
Personal counseling/ therapy	5.8	14.1	9.8	10.2	11.4	11.3	7.0	10.6	16.3
	(3.1)	(4.3)	(3.3)	(3.8)	(2.9)	(5.8)	(2.7)	(4.0)	(4.8)
Occupational therapy/ life skills training	13.3	18.8	14.9	15.8	20.8	1.8	15.7	12.8	18.4
	(4.6)	(4.8)	(3.9)	(4.5)	(3.7)	(2.5)	(3.9)	(4.4)	(5.0)
A tutor, reader, or interpreter	10.5	10.7	17.6	12.4	10.0	12.3	11.1	13.0	14.9
	(4.1)	(3.8)	(4.2)	(4.1)	(2.8)	(6.0)	(3.4)	(4.4)	(4.6)
Physical therapy/mobility training	3.4	1.0	0.1	3.0	1.3	2.0	2.0	2.1	0.0
	(2.4)	(1.2)	(0.4)	(2.1)	(1.1)	(2.6)	(1.5)	(1.9)	(0.0)
Help with transportation because of disability	60.7	66.1	61.8	50.3	70.2	69.7	63.9	67.1	58.6
	(6.5)	(5.9)	(5.3)	(6.2)	(4.2)	(8.4)	(5.1)	(6.2)	(6.4)
Number of respondents	114	134	174	140	259	62	185	128	133

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average number:												
Services ever received	2.0	2.1	2.1	1.9	2.0	2.0	1.8	2.1	2.4	2.0	2.4	1.8
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.2)
Services received in past year	1.9	1.9	2.1	1.9	1.9	1.9	1.9	2.2	1.4	2.1	2.4	0.4
	(0.1)	(0.1)	(0.2)	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.2)	(0.1)
Number of respondents	587	200	171	136	354	230	192	199	196	339	129	108
Of those in secondary school in the past year, percentage receiving that year from their school:*												
Job training	44.4	40.6	48.0	46.6	48.7	38.4	37.6	51.9	53.3	45.2	45.4	---
	(3.4)	(5.7)	(5.9)	(6.4)	(4.3)	(5.3)	(4.7)	(5.3)	(7.4)	(3.8)	(6.6)	
Speech/language therapy	49.0	44.8	59.1	43.2	49.6	48.7	48.2	53.0	40.0	49.3	53.1	---
	(3.4)	(5.8)	(5.8)	(6.4)	(4.4)	(5.4)	(4.8)	(5.4)	(7.3)	(3.8)	(6.7)	
Personal counseling/ therapy	5.7	7.3	5.2	5.6	5.9	5.4	4.6	5.0	13.7	5.3	8.3	---
	(1.6)	(3.0)	(2.6)	(3.0)	(2.1)	(2.5)	(2.0)	(2.4)	(5.2)	(1.7)	(3.7)	
Occupational therapy/ life skills training	18.6	12.9	21.3	21.7	13.6	26.0	13.9	21.4	33.7	16.6	29.9	---
	(2.6)	(3.9)	(4.9)	(5.3)	(3.0)	(4.7)	(3.3)	(4.4)	(7.1)	(2.8)	(6.1)	
A tutor, reader, or interpreter	7.7	10.3	7.1	6.8	8.7	6.4	6.6	8.4	10.8	8.1	6.6	---
	(1.8)	(3.5)	(3.1)	(3.2)	(2.5)	(2.7)	(2.4)	(3.0)	(4.7)	(2.1)	(3.3)	
Physical therapy/mobility training	1.6	2.4	2.0	0.0	2.1	0.8	0.6	1.9	5.4	1.4	2.5	---
	(0.8)	(1.8)	(1.7)	(0.0)	(1.3)	(1.0)	(0.7)	(1.5)	(3.4)	(0.9)	(2.1)	
Help with transportation because of disability	4.1	7.7	4.0	0.2	3.4	5.1	2.3	6.4	5.4	4.7	1.8	---
	(1.3)	(3.1)	(2.4)	(0.6)	(1.6)	(2.4)	(1.5)	(2.6)	(3.4)	(1.6)	(1.8)	
Number of respondents	467	167	143	115	275	188	188	182	96	331	126	0
Of those in secondary school in the past year, average number of services received that year from school*	1.3	1.3	1.5	1.2	1.3	1.3	1.1	1.5	1.6	1.3	1.5	---
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	
Number of respondents	479	169	147	117	286	190	190	187	102	339	129	0

* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average number:									
Services ever received	2.0	2.2	2.3	1.9	2.3	1.8	2.0	2.1	2.4
	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)
Services received in past year	1.8	2.0	1.9	1.7	2.1	1.8	1.9	2.0	1.9
	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)
Number of respondents	116	135	178	143	265	63	189	130	135
Of those in secondary school in the past year, percentage receiving that year from their school:*									
Job training	41.2	43.1	42.1	36.1	47.2	36.4	43.6	40.2	40.5
	(7.3)	(6.7)	(5.9)	(6.7)	(4.9)	(9.7)	(5.9)	(7.0)	(7.0)
Speech/language therapy	53.2	52.0	43.2	47.8	47.5	52.4	49.8	53.9	44.4
	(7.4)	(6.8)	(6.0)	(7.0)	(5.0)	(10.0)	(6.0)	(7.1)	(7.1)
Personal counseling/ therapy	2.3	9.2	4.7	7.3	5.4	5.5	6.3	7.7	3.8
	(2.2)	(3.9)	(2.6)	(3.6)	(2.3)	(4.6)	(2.9)	(3.8)	(2.7)
Occupational therapy/ life skills training	14.5	18.6	14.4	16.2	21.0	2.0	17.3	13.5	16.4
	(5.3)	(5.3)	(4.2)	(5.2)	(4.1)	(2.8)	(4.5)	(4.9)	(5.3)
A tutor, reader, or interpreter	7.8	8.0	12.0	10.1	8.0	9.6	7.6	11.7	9.7
	(4.0)	(3.7)	(3.9)	(4.2)	(2.7)	(5.9)	(3.2)	(4.6)	(4.2)
Physical therapy/mobility training	3.9	0.8	0.1	2.7	1.3	1.9	2.2	2.1	0.0
	(2.9)	(1.2)	(0.4)	(2.3)	(1.1)	(2.7)	(1.7)	(2.1)	(0.0)
Help with transportation because of disability	6.1	2.8	1.5	4.8	1.8	5.8	3.9	2.9	4.4
	(3.5)	(2.2)	(1.5)	(3.0)	(1.3)	(4.7)	(2.3)	(2.4)	(2.9)
Number of respondents	92	112	143	111	218	51	148	108	109
Of those in secondary school in the past year, average number of services received that year from school*	1.3	1.3	1.2	1.2	1.3	1.1	1.3	1.3	1.2
	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)
Number of respondents	94	113	146	113	224	52	152	109	111

* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received vocational services:												
Never	77.6	72.4	78.1	85.3	76.9	78.6	88.4	69.4	61.6	81.5	57.1	76.6
	(2.9)	(5.1)	(5.0)	(5.1)	(3.7)	(4.5)	(3.4)	(5.6)	(5.7)	(3.2)	(7.7)	(7.8)
For less than 6 months	6.1	4.8	5.0	6.1	5.2	7.4	5.3	7.6	5.7	6.0	8.9	2.7
	(1.6)	(2.4)	(2.6)	(3.4)	(1.9)	(2.9)	(2.4)	(3.2)	(2.7)	(1.9)	(4.4)	(3.0)
6 to 12 months	8.1	14.2	8.2	1.7	7.9	8.3	4.6	10.5	13.5	6.0	12.0	18.7
	(1.9)	(4.0)	(3.3)	(1.8)	(2.4)	(3.0)	(2.2)	(3.7)	(4.0)	(1.9)	(5.0)	(7.1)
13 to 24 months	5.1	6.3	5.7	3.9	5.3	4.8	0.5	8.6	11.8	3.7	15.3	1.2
	(1.5)	(2.8)	(2.8)	(2.8)	(2.0)	(2.3)	(0.7)	(3.4)	(3.8)	(1.5)	(5.6)	(2.0)
More than 24 months	3.2	2.3	3.0	2.9	4.7	1.0	1.3	3.9	7.3	2.8	6.6	0.8
	(1.2)	(1.7)	(2.1)	(2.4)	(1.9)	(1.1)	(1.2)	(2.3)	(3.0)	(1.4)	(3.9)	(1.7)
Number of respondents	470	174	142	96	283	187	158	145	167	286	102	82
Percentage received following hours of vocational services in the past year:												
None	55.3	59.8	47.5	51.9	50.9	61.6	64.2	44.0	52.1	53.4	55.8	65.2
	(3.1)	(5.4)	(5.6)	(6.0)	(4.1)	(4.9)	(4.7)	(5.2)	(5.9)	(3.9)	(6.9)	(8.2)
Fewer than 80 hours	4.1	3.2	4.0	3.2	4.6	3.4	5.4	3.9	0.6	4.7	4.5	0.0
	(1.3)	(2.0)	(2.2)	(2.1)	(1.7)	(1.8)	(2.2)	(2.0)	(0.9)	(1.6)	(2.9)	(0.0)
80 to 240 hours	24.7	22.7	33.5	23.0	25.9	22.8	22.2	28.9	23.0	27.3	15.6	18.6
	(2.7)	(4.6)	(5.3)	(5.1)	(3.6)	(4.2)	(4.1)	(4.7)	(5.0)	(3.4)	(5.0)	(6.7)
241 to 600 hours	15.3	13.6	14.9	20.5	17.7	11.8	8.2	22.6	21.5	14.6	22.3	12.5
	(2.3)	(3.8)	(4.0)	(4.8)	(3.1)	(3.3)	(2.7)	(4.4)	(4.9)	(2.7)	(5.8)	(5.7)
More than 600 hours	0.6	0.8	0.0	1.4	0.9	0.3	0.0	0.5	2.8	0.0	1.8	3.7
	(0.5)	(1.0)	(0.0)	(1.4)	(0.8)	(0.6)	(0.0)	(0.7)	(2.0)	(0.0)	(1.8)	(3.2)
Number of respondents	537	183	159	134	321	213	184	195	158	323	120	84
Average hours of vocational services provided recipients in past year	101	95.5	109	119	115	80.4	62.4	140	135	97.7	123	98.1
	(9.3)	(16.9)	(15.2)	(19.4)	(12.7)	(13.2)	(10.2)	(17.3)	(21.6)	(10.6)	(24.3)	(29.9)
Number of respondents	537	183	159	134	321	213	184	195	158	323	120	84

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received vocational services:									
Never	80.8	76.8	77.2	76.0	76.8	84.6	80.7	75.5	76.5
	(5.3)	(5.3)	(4.6)	(5.4)	(3.9)	(6.7)	(4.2)	(5.7)	(5.5)
For less than 6 months	4.1	7.4	7.1	7.9	5.6	6.1	5.2	8.5	6.3
	(2.7)	(3.3)	(2.8)	(3.4)	(2.1)	(4.4)	(2.4)	(3.7)	(3.2)
6 to 12 months	7.7	6.4	9.9	12.1	6.3	3.3	6.5	9.4	8.6
	(3.6)	(3.0)	(3.3)	(4.1)	(2.3)	(3.3)	(2.6)	(3.8)	(3.7)
13 to 24 months	3.5	4.6	4.2	2.4	8.0	0.0	4.5	2.1	6.1
	(2.5)	(2.6)	(2.2)	(2.0)	(2.5)	(0.0)	(2.2)	(1.9)	(3.1)
More than 24 months	3.9	4.8	1.6	1.5	3.4	6.1	3.1	4.5	2.5
	(2.6)	(2.7)	(1.4)	(1.6)	(1.7)	(4.4)	(1.9)	(2.7)	(2.0)
Number of respondents	113	134	176	137	253	60	186	128	133
Percentage received following hours of vocational services in the past year:									
None	59.5	59.7	54.3	66.6	49.8	65.7	57.3	60.1	57.3
	(6.9)	(6.4)	(5.6)	(6.2)	(4.7)	(8.9)	(5.5)	(6.7)	(6.6)
Fewer than 80 hours	3.4	3.4	2.1	2.0	4.0	1.7	3.0	2.3	3.2
	(2.5)	(2.3)	(1.6)	(1.8)	(1.8)	(2.5)	(1.9)	(2.0)	(2.4)
80 to 240 hours	23.9	20.5	26.3	21.8	25.5	24.3	26.5	19.9	24.3
	(6.0)	(5.2)	(4.9)	(5.5)	(4.1)	(8.0)	(4.9)	(5.4)	(5.8)
241 to 600 hours	12.8	16.0	15.7	9.7	19.5	8.3	12.7	16.4	14.7
	(4.7)	(4.8)	(4.1)	(3.9)	(3.7)	(5.2)	(3.7)	(5.0)	(4.7)
More than 600 hours	0.4	0.3	1.7	0.0	1.2	0.0	0.6	1.2	0.5
	(0.9)	(0.8)	(1.4)	(0.0)	(1.0)	(0.0)	(0.8)	(1.5)	(1.0)
Number of respondents	104	122	164	125	243	59	171	118	123
Average hours of vocational services provided recipients in past year	88.4	88.8	110	75.4	118	66.2	88.9	102	96.4
	(19.9)	(17.2)	(17.7)	(18.0)	(14.6)	(21.3)	(15.1)	(21.5)	(18.8)
Number of respondents	104	122	164	125	243	59	171	118	123

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received in the past year:												
Testing/assessment	7.7	5.0	8.2	7.8	6.9	8.9	3.2	9.7	16.9	5.5	19.0	9.3
	(1.8)	(2.5)	(3.4)	(3.8)	(2.2)	(3.1)	(1.8)	(3.6)	(4.4)	(1.9)	(6.0)	(5.1)
Job skills training	8.8	8.9	8.6	7.0	10.5	6.3	3.6	13.5	15.1	7.4	16.6	8.8
	(1.9)	(3.2)	(3.4)	(3.6)	(2.7)	(2.6)	(2.0)	(4.1)	(4.1)	(2.1)	(5.6)	(4.9)
Basic skills training	6.5	6.6	8.1	2.3	6.8	6.1	2.3	7.0	17.1	4.6	20.4	2.1
	(1.7)	(2.8)	(3.3)	(2.1)	(2.2)	(2.6)	(1.6)	(3.1)	(4.4)	(1.7)	(6.1)	(2.5)
Career counseling	7.3	7.2	9.0	5.2	8.2	6.2	2.1	13.6	11.7	6.1	15.8	5.4
	(1.8)	(2.9)	(3.5)	(3.1)	(2.4)	(2.6)	(1.5)	(4.2)	(3.7)	(2.0)	(5.6)	(4.0)
Job placement services	7.6	8.8	7.7	3.4	7.7	7.4	4.4	10.1	12.2	7.2	13.2	2.5
	(1.8)	(3.2)	(3.2)	(2.6)	(2.3)	(2.9)	(2.2)	(3.7)	(3.8)	(2.1)	(5.2)	(2.7)
Number of respondents	466	175	137	95	279	186	159	144	163	286	98	81
Percentage received vocational services in the past year from:**												
Secondary school	88.1	82.1	85.8	---	87.0	90.2	---	88.8	70.3	92.2	77.8	---
	(3.1)	(6.5)	(5.8)		(4.0)	(4.9)		(4.6)	(7.7)	(3.2)	(7.6)	
Special school	21.1	14.8	33.1	---	20.8	21.7	---	17.2	25.5	24.9	8.1	---
	(5.9)	(8.7)	(11.2)		(7.4)	(9.7)		(8.8)	(9.1)	(8.4)	(6.8)	
Postsecondary school	0.5	0.3	0.6	---	0.0	1.3	---	0.0	2.8	0.0	0.6	---
	(0.5)	(0.6)	(0.9)		(0.0)	(1.2)		(0.0)	(2.0)	(0.0)	(1.1)	
Family member/friend	11.5	19.2	2.0	---	12.5	9.7	---	9.1	1.4	14.6	8.3	---
	(4.9)	(10.1)	(3.5)		(6.4)	(7.2)		(6.9)	(2.6)	(7.5)	(6.9)	
Employer/military	9.4	10.2	2.0	---	10.9	6.4	---	7.0	11.6	10.4	2.4	---
	(4.4)	(7.8)	(3.5)		(6.0)	(5.0)		(6.1)	(7.1)	(6.5)	(3.8)	
Vocational Rehabilitation	29.7	41.9	26.0	---	31.1	26.1	---	26.4	29.4	28.3	27.3	---
	(6.3)	(11.3)	(10.2)		(8.1)	(10.1)		(10.0)	(9.2)	(8.6)	(10.7)	
Government jobs program	6.1	5.0	0.0	---	4.2	9.7	---	3.4	3.9	7.8	4.1	---
	(3.6)	(5.6)	(0.0)		(3.9)	(7.2)		(4.3)	(4.3)	(5.7)	(5.0)	
Hospital/institution	0.8	0.0	0.0	---	1.2	0.0	---	0.0	2.5	0.0	0.0	---
	(1.3)	(0.0)	(0.0)		(2.1)	(0.0)		(0.0)	(3.4)	(0.0)	(0.0)	
Other sources	21.1	37.0	14.8	---	24.1	15.2	---	17.0	31.4	17.8	28.7	---
	(6.1)	(12.3)	(8.9)		(8.2)	(8.7)		(8.7)	(10.2)	(8.1)	(11.3)	
Number of respondents	94	34	32	14	57	37	12	37	45	43	37	14

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in the past year:									
Testing/assessment	6.8	8.2	9.1	6.7	8.5	6.2	7.7	6.5	9.8
	(3.5)	(3.4)	(3.1)	(3.2)	(2.6)	(4.5)	(2.9)	(3.3)	(3.9)
Job skills training	11.8	6.1	10.6	8.6	8.9	8.2	9.1	8.7	10.0
	(4.3)	(3.0)	(3.4)	(3.5)	(2.7)	(5.1)	(3.1)	(3.7)	(3.9)
Basic skills training	6.2	5.8	5.0	4.8	8.3	3.8	4.8	7.2	5.7
	(3.2)	(2.9)	(2.4)	(2.7)	(2.6)	(3.6)	(2.3)	(3.4)	(3.0)
Career counseling	7.6	5.7	10.4	6.4	7.2	8.6	7.1	7.5	8.8
	(3.6)	(2.9)	(3.3)	(3.1)	(2.4)	(5.2)	(2.8)	(3.5)	(3.7)
Job placement services	7.9	6.3	10.2	8.3	6.3	10.7	8.4	4.1	11.5
	(3.6)	(3.0)	(3.3)	(3.5)	(2.3)	(5.8)	(3.0)	(2.6)	(4.1)
Number of respondents	109	131	177	136	249	60	185	125	132
Percentage received vocational services in the past year from:**									
Secondary school	86.5	83.4	86.1	88.6	84.2	---	88.0	82.4	85.6
	(7.4)	(7.6)	(5.7)	(7.3)	(4.9)		(5.5)	(7.9)	(7.2)
Special school	26.2	22.5	9.8	16.1	20.4	---	6.6	36.9	17.3
	(12.6)	(12.0)	(6.6)	(10.7)	(7.8)		(6.4)	(13.4)	(9.4)
Postsecondary school	0.5	0.0	1.3	0.6	0.5	---	0.4	0.0	1.4
	(1.0)	(0.0)	(1.2)	(1.1)	(0.7)		(0.7)	(0.0)	(1.5)
Family member/friend	7.0	19.3	12.5	9.2	4.7	---	20.0	0.0	14.6
	(7.8)	(11.9)	(7.5)	(9.1)	(4.2)		(10.7)	(0.0)	(9.1)
Employer/military	5.7	8.4	15.2	8.7	7.3	---	3.6	13.7	15.1
	(7.1)	(8.3)	(8.2)	(8.9)	(5.1)		(5.0)	(10.1)	(9.2)
Vocational Rehabilitation	29.8	22.1	20.2	41.5	21.8	---	30.8	33.1	11.0
	(13.1)	(12.0)	(8.7)	(13.8)	(7.8)		(11.6)	(12.8)	(7.8)
Government jobs program	11.2	10.0	0.0	14.8	2.1	---	16.5	0.0	0.0
	(9.6)	(9.0)	(0.0)	(11.2)	(2.8)		(9.9)	(0.0)	(0.0)
Hospital/institution	0.0	0.0	0.0	3.6	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(5.7)	(0.0)		(0.0)	(0.0)	(0.0)
Other sources	12.0	20.9	22.6	3.9	22.9	---	22.3	6.0	24.0
	(9.9)	(12.2)	(9.5)	(5.9)	(8.2)		(11.1)	(7.0)	(11.0)
Number of respondents	22	23	41	22	57	10	30	26	34

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received counseling/ therapy:												
Never	80.5	74.8	83.6	84.3	79.4	82.0	86.0	75.7	73.0	82.6	63.6	87.7
	(2.7)	(4.9)	(4.6)	(5.1)	(3.6)	(4.2)	(3.7)	(5.2)	(5.3)	(3.1)	(7.5)	(6.1)
For just a few days	2.6	1.2	4.0	3.7	2.2	3.2	2.9	2.7	1.8	2.1	5.1	3.6
	(1.1)	(1.2)	(2.4)	(2.7)	(1.3)	(2.0)	(1.8)	(2.0)	(1.6)	(1.2)	(3.5)	(3.5)
For a few weeks	2.2	3.4	1.2	1.4	2.6	1.6	0.7	3.6	4.0	2.1	4.1	0.0
	(1.0)	(2.0)	(1.4)	(1.7)	(1.4)	(1.4)	(0.9)	(2.3)	(2.3)	(1.2)	(3.1)	(0.0)
For a few months	3.4	2.8	3.5	2.9	4.5	1.8	2.3	3.7	6.0	3.2	4.1	4.3
	(1.3)	(1.9)	(2.3)	(2.4)	(1.8)	(1.5)	(1.6)	(2.3)	(2.8)	(1.4)	(3.1)	(3.8)
For about a year	5.0	10.0	0.4	4.0	5.3	4.5	4.5	5.9	4.9	5.2	7.0	0.4
	(1.5)	(3.4)	(0.8)	(2.8)	(2.0)	(2.3)	(2.2)	(2.9)	(2.6)	(1.8)	(4.0)	(1.2)
For several years or more	6.3	7.8	7.3	3.7	5.9	6.9	3.6	8.4	10.3	4.8	16.1	3.9
	(1.7)	(3.0)	(3.2)	(2.7)	(2.1)	(2.8)	(2.0)	(3.4)	(3.6)	(1.8)	(5.8)	(3.6)
Number of respondents	466	176	135	98	281	185	158	145	163	286	100	80
Percentage received following hours of counseling/therapy in the past year:												
None	93.6	90.7	95.6	95.1	92.7	94.9	97.0	89.2	92.0	94.9	83.3	99.4
	(1.8)	(3.4)	(2.6)	(3.1)	(2.4)	(2.6)	(1.9)	(3.9)	(3.5)	(1.9)	(6.1)	(1.8)
Less than 10 hours	1.5	2.0	0.9	1.7	1.2	1.9	0.9	2.5	1.2	1.0	4.9	0.0
	(0.9)	(1.6)	(1.2)	(1.9)	(1.0)	(1.6)	(1.0)	(2.0)	(1.4)	(0.8)	(3.5)	(0.0)
10 to 40 hours	2.4	3.5	2.0	1.4	2.6	2.1	1.5	2.8	4.2	1.5	8.6	0.1
	(1.1)	(2.1)	(1.8)	(1.7)	(1.5)	(1.7)	(1.4)	(2.0)	(2.6)	(1.0)	(4.5)	(0.7)
41 to 100 hours	1.1	1.1	0.6	1.8	1.2	1.1	0.0	2.9	1.2	1.2	1.5	0.5
	(0.8)	(1.2)	(1.0)	(1.9)	(1.0)	(1.2)	(0.0)	(2.1)	(1.4)	(0.9)	(1.9)	(1.6)
More than 100 hours	1.4	2.6	0.9	0.0	2.3	0.0	0.6	2.6	1.4	1.5	1.8	0.0
	(0.8)	(1.8)	(1.2)	(0.0)	(1.4)	(0.0)	(0.9)	(2.0)	(1.5)	(1.0)	(2.2)	(0.0)
Number of respondents	419	166	128	94	256	163	141	139	139	264	94	61
Average hours of counseling/ therapy provided recipients in the past year	4.7	8.6	2.4	1.5	6.9	1.2	1.5	8.3	6.8	4.3	9.0	0.4
	(2.2)	(5.0)	(2.4)	(1.5)	(3.4)	(1.0)	(1.7)	(4.8)	(5.1)	(2.4)	(7.1)	(1.1)
Number of respondents	419	166	128	94	256	163	141	139	139	264	94	61

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/therapy:									
Never	85.0	80.9	74.8	85.4	76.3	84.9	85.1	84.4	69.3
	(4.8)	(4.9)	(4.8)	(4.5)	(4.0)	(6.7)	(3.9)	(4.7)	(6.0)
For just a few days	0.7	3.2	3.5	1.3	3.6	2.6	2.3	1.6	4.9
	(1.1)	(2.2)	(2.0)	(1.4)	(1.8)	(3.0)	(1.6)	(1.6)	(2.8)
For a few weeks	2.1	0.0	4.1	2.3	2.5	0.8	1.4	1.3	3.8
	(1.9)	(0.0)	(2.2)	(1.9)	(1.5)	(1.7)	(1.3)	(1.5)	(2.5)
For a few months	1.7	2.2	8.0	2.7	3.8	2.5	2.8	4.0	4.2
	(1.7)	(1.8)	(3.0)	(2.0)	(1.8)	(2.9)	(1.8)	(2.5)	(2.6)
For about a year	6.0	7.1	2.7	4.7	5.4	5.5	3.9	5.6	7.2
	(3.2)	(3.2)	(1.8)	(2.7)	(2.1)	(4.3)	(2.1)	(3.0)	(3.3)
For several years or more	4.5	6.5	6.8	3.7	8.5	3.7	4.4	3.1	10.7
	(2.8)	(3.1)	(2.8)	(2.4)	(2.6)	(3.5)	(2.2)	(2.3)	(4.0)
Number of respondents	113	134	176	138	248	59	183	130	134
Percentage received following hours of counseling/therapy in the past year:									
None	95.8	93.9	92.5	95.1	91.7	96.7	97.6	95.5	87.9
	(3.0)	(3.2)	(2.9)	(3.1)	(2.7)	(3.5)	(1.8)	(2.8)	(4.3)
Less than 10 hours	1.3	1.4	2.2	1.6	1.9	0.0	1.0	0.0	3.7
	(1.7)	(1.6)	(1.6)	(1.8)	(1.3)	(0.0)	(1.2)	(0.0)	(2.5)
10 to 40 hours	0.0	4.6	0.7	2.7	2.3	3.0	0.0	0.5	6.0
	(0.0)	(2.8)	(0.9)	(2.3)	(1.5)	(3.4)	(0.0)	(0.9)	(3.1)
41 to 100 hours	0.5	0.1	2.4	0.0	2.0	0.3	1.3	0.0	1.5
	(1.1)	(0.5)	(1.7)	(0.0)	(1.3)	(1.1)	(1.4)	(0.0)	(1.6)
More than 100 hours	2.4	0.0	2.2	0.7	2.2	0.0	0.0	4.0	1.0
	(2.3)	(0.0)	(1.6)	(1.2)	(1.4)	(0.0)	(0.0)	(2.7)	(1.3)
Number of respondents	94	114	170	110	236	54	152	120	128
Average hours of counseling/therapy provided recipients in the past year	6.3	0.8	6.6	2.6	7.0	0.6	0.8	10.0	3.9
	(5.7)	(0.6)	(4.0)	(3.4)	(3.5)	(0.8)	(0.8)	(6.7)	(2.9)
Number of respondents	94	114	170	110	236	54	152	120	128

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received counseling/ therapy in the past year from:*												
Secondary school	46.0 (10.3)	---	---	---	47.8 (13.4)	43.4 (16.1)	---	---	---	46.9 (12.1)	---	---
Special school	4.9 (5.2)	---	---	---	5.0 (6.8)	4.7 (8.1)	---	---	---	6.6 (7.2)	---	---
Postsecondary school	0.0 (0.0)	---	---	---	0.0 (0.0)	0.0 (0.0)	---	---	---	0.0 (0.0)	---	---
Family member/friend	2.4 (3.7)	---	---	---	0.0 (0.0)	5.8 (8.9)	---	---	---	1.3 (3.4)	---	---
Private therapist	49.6 (12.3)	---	---	---	55.3 (15.9)	41.4 (18.9)	---	---	---	50.9 (14.8)	---	---
Vocational Rehabilitation	0.0 (0.0)	---	---	---	0.0 (0.0)	0.0 (0.0)	---	---	---	0.0 (0.0)	---	---
Hospital/institution	3.7 (4.5)	---	---	---	6.2 (7.4)	0.0 (0.0)	---	---	---	0.0 (0.0)	---	---
Other source	2.2 (1.0)	---	---	---	1.5 (1.1)	3.2 (2.0)	---	---	---	2.3 (1.2)	---	---
Number of respondents	36	11	10	7	21	15	9	13	14	22	11	3

* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/ therapy in the past year from:*									
Secondary school	---	---	---	---	36.7 (13.7)	---	---	---	20.5 (14.3)
Special school	---	---	---	---	2.4 (4.6)	---	---	---	0.0 (0.0)
Postsecondary school	---	---	---	---	0.0 (0.0)	---	---	---	0.0 (0.0)
Family member/friend	---	---	---	---	3.5 (5.6)	---	---	---	3.2 (6.6)
Private therapist	---	---	---	---	57.4 (15.0)	---	---	---	47.2 (18.7)
Vocational Rehabilitation	---	---	---	---	0.0 (0.0)	---	---	---	0.0 (0.0)
Hospital/institution	---	---	---	---	0.0 (0.0)	---	---	---	0.0 (0.0)
Other source	---	---	---	---	2.0 (1.3)	---	---	---	5.7 (3.0)
Number of respondents	6	12	14	9	24	3	8	9	16

* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received OT/life skills training:												
Never	83.9	80.8	80.5	90.0	82.4	86.1	87.8	82.9	74.8	85.4	71.6	90.0
	(2.5)	(2.7)	(4.5)	(4.3)	(3.4)	(3.8)	(3.5)	(4.6)	(5.1)	(2.9)	(7.0)	(5.5)
For fewer than 12 months	7.4	5.9	11.2	7.1	7.3	7.4	6.7	10.0	4.8	6.8	13.1	3.2
	(1.8)	(2.7)	(3.9)	(3.7)	(2.3)	(2.9)	(2.7)	(3.6)	(2.5)	(2.1)	(5.3)	(3.2)
12 to 24 months	4.6	6.7	4.0	1.1	5.0	4.2	3.9	3.3	8.8	4.9	3.1	4.9
	(1.5)	(2.8)	(2.4)	(1.5)	(1.9)	(2.2)	(2.1)	(2.2)	(3.4)	(1.8)	(2.7)	(4.0)
25 to 48 months	1.1	1.4	1.5	0.5	0.9	1.4	0.9	0.0	3.5	0.6	4.1	0.4
	(0.7)	(1.3)	(1.5)	(1.0)	(0.8)	(1.3)	(1.0)	(0.0)	(2.2)	(0.7)	(3.1)	(1.1)
More than 48 months	3.0	5.1	2.9	1.2	4.4	0.9	0.6	3.8	8.1	2.2	8.0	1.5
	(1.2)	(2.5)	(2.1)	(1.6)	(1.8)	(1.1)	(0.8)	(2.3)	(3.2)	(1.2)	(4.2)	(2.2)
Number of respondents	464	174	137	96	278	186	157	144	163	281	101	82
Percentage received following hours of OT/life skills training in the past year:												
None	94.5	91.9	95.9	96.6	95.0	93.7	96.2	95.7	87.6	95.6	85.1	99.5
	(1.7)	(3.2)	(2.5)	(2.6)	(2.0)	(2.9)	(2.1)	(2.6)	(4.2)	(1.8)	(5.7)	(1.5)
40 hours or fewer	1.2	0.6	1.5	0.0	0.6	2.1	1.9	0.0	1.1	1.3	1.4	0.0
	(0.8)	(0.9)	(1.5)	(0.0)	(0.7)	(1.7)	(1.5)	(0.0)	(1.3)	(1.0)	(1.9)	(0.0)
41 to 100 hours	1.1	1.7	0.0	1.6	1.3	0.8	1.3	0.9	0.7	0.7	3.6	0.5
	(0.8)	(1.5)	(0.0)	(1.8)	(1.0)	(1.1)	(1.3)	(1.2)	(1.0)	(0.7)	(3.0)	(1.5)
101 to 240 hours	1.4	1.9	0.8	1.8	1.1	1.8	0.0	1.3	5.5	1.0	4.5	0.0
	(0.9)	(1.6)	(1.1)	(1.9)	(1.0)	(1.6)	(0.0)	(1.4)	(2.9)	(0.9)	(3.3)	(0.0)
241 to 480 hours	0.4	0.8	0.6	0.0	0.2	0.9	0.5	0.0	1.0	0.6	0.0	0.0
	(0.5)	(1.0)	(0.9)	(0.0)	(0.4)	(1.1)	(0.8)	(0.0)	(1.3)	(0.6)	(0.0)	(0.0)
More than 480 hours	1.4	3.2	1.2	0.0	1.9	0.7	0.0	2.2	4.1	0.9	5.4	0.0
	(0.9)	(2.0)	(1.4)	(0.0)	(1.3)	(1.0)	(0.0)	(1.8)	(2.6)	(0.8)	(3.6)	(0.0)
Number of respondents	420	165	131	95	254	166	143	136	141	264	94	62

Source: Parent interviews.

Table 31B: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received OT/life skills training:									
Never	89.5	81.6	83.5	87.0	81.1	91.5	88.7	81.2	83.5
	(4.1)	(4.8)	(4.1)	(4.3)	(3.7)	(5.3)	(3.4)	(5.1)	(4.8)
For fewer than 12 months	4.8	9.8	7.4	6.5	9.0	0.7	5.3	10.8	6.5
	(2.9)	(3.7)	(2.9)	(3.2)	(2.7)	(1.6)	(2.4)	(4.1)	(3.2)
12 to 24 months	2.5	4.9	5.9	4.0	5.2	3.9	4.0	4.8	4.4
	(2.1)	(2.7)	(2.6)	(2.5)	(2.1)	(3.7)	(2.1)	(2.8)	(2.7)
25 to 48 months	0.6	0.8	2.2	1.1	1.5	0.0	0.8	0.6	2.1
	(1.1)	(1.1)	(1.6)	(1.3)	(1.1)	(0.0)	(1.0)	(1.0)	(1.8)
More than 48 months	2.6	2.9	1.0	1.4	3.2	3.8	1.1	2.5	3.5
	(2.1)	(2.1)	(1.1)	(1.5)	(1.7)	(3.6)	(1.1)	(2.1)	(2.4)
Number of respondents	113	134	176	136	250	58	184	128	135
Percentage received following hours of OT/life skills training in the past year:									
None	96.6	95.3	94.9	95.5	92.9	98.8	97.2	95.9	92.6
	(2.7)	(2.8)	(2.4)	(3.0)	(2.4)	(2.2)	(1.9)	(2.7)	(3.4)
40 hours or fewer	0.5	2.6	0.8	1.1	1.3	0.0	0.5	0.1	3.6
	(1.1)	(2.1)	(1.0)	(1.5)	(1.1)	(0.0)	(0.8)	(0.5)	(2.4)
41 to 100 hours	0.0	1.6	2.1	1.2	1.4	0.0	1.0	1.2	1.3
	(0.0)	(1.6)	(1.6)	(1.6)	(1.1)	(0.0)	(1.2)	(1.5)	(1.5)
101 to 240 hours	1.6	0.4	1.0	1.1	1.7	1.2	1.3	1.2	1.2
	(1.8)	(0.8)	(1.1)	(1.5)	(1.2)	(2.2)	(1.3)	(1.5)	(1.4)
241 to 480 hours	0.0	0.2	1.1	0.0	0.8	0.0	0.0	0.2	1.4
	(0.0)	(0.6)	(1.2)	(0.0)	(0.8)	(0.0)	(0.0)	(0.6)	(1.6)
More than 480 hours	1.3	0.0	0.0	1.1	2.0	0.0	0.0	1.4	0.0
	(1.7)	(0.0)	(0.0)	(1.5)	(1.3)	(0.0)	(0.0)	(1.6)	(0.0)
Number of respondents	94	116	170	108	240	53	154	119	130

Source: Parent interviews

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of OT/life skills training provided recipients in the past year	27.7	68.9	12.0	4.7	31.3	22.2	3.2	31.7	89.4	15.9	110	0.2
	(14.5)	(39.8)	(10.5)	(3.8)	(19.5)	(21.3)	(2.7)	(27.3)	(46.0)	(12.2)	(64.6)	(0.6)
Number of respondents	420	165	131	95	254	166	143	136	141	264	94	62
Percentage received OT/life skills training in the past year from:*												
Secondary school	4.2	---	---	---	5.1	3.0	---	---	21.8	2.6	---	---
	(1.7)				(2.4)	(2.2)			(7.9)	(1.5)		
Special school	14.1	---	---	---	9.3	20.6	---	---	7.0	13.6	---	---
	(7.4)				(8.0)	(13.4)			(7.9)	(8.2)		
Postsecondary school	0.0	---	---	---	0.0	0.0	---	---	0.0	0.0	---	---
	(0.0)				(0.0)	(0.0)			(0.0)	(0.0)		
Private therapist	0.6	---	---	---	0.0	1.4	---	---	1.6	0.0	---	---
	(2.0)				(0.0)	(4.6)			(4.3)	(0.0)		
Vocational Rehabilitation	0.0	---	---	---	0.0	0.0	---	---	0.0	0.0	---	---
	(0.0)				(0.0)	(0.0)			(0.0)	(0.0)		
Hospital/institution	5.6	---	---	---	9.9	0.0	---	---	11.6	0.0	---	---
	(5.7)				(9.8)	(0.0)			(10.7)	(0.0)		
Other source	21.5	---	---	---	30.1	10.1	---	---	37.6	16.9	---	---
	(10.1)				(15.0)	(11.2)			(16.1)	(11.7)		
Number of respondents	33	13	9	5	18	15	7	7	19	20	11	2

* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 31B: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of OT/life skills training provided recipients in the past year	12.3	3.2	7.6	27.7	35.6	2.4	2.9	14.3	8.9
	(12.4)	(2.8)	(4.6)	(32.6)	(20.9)	(4.3)	(2.4)	(12.2)	(6.0)
Number of respondents	94	116	170	108	240	53	154	119	130
Percentage received OT/life skills training in the past year from:*									
Secondary school	---	---	---	---	6.0	---	---	---	---
					(2.8)				
Special school	---	---	---	---	25.9	---	---	---	---
					(12.5)				
Postsecondary school	---	---	---	---	0.0	---	---	---	---
					(0.0)				
Private therapist	---	---	---	---	0.0	---	---	---	---
					(0.0				
Vocational Rehabilitation	---	---	---	---	0.0	---	---	---	---
					(0.0)				
Hospital/institution	---	---	---	---	1.6	---	---	---	---
					(3.7)				
Other source	---	---	---	---	25.2	---	---	---	---
					(12.9)				
Number of respondents	6	9	13	7	24	1	6	10	14

* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH SPEECH IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage used a tutor/reader/ interpreter:												
Never	73.5	74.9	74.1	75.7	72.7	74.7	77.1	72.5	65.6	74.9	76.3	58.7
	(3.0)	(4.9)	(5.4)	(6.1)	(3.9)	(4.8)	(4.5)	(5.4)	(5.6)	(3.6)	(6.7)	(9.0)
For just a few days	0.9	2.2	0.6	0.0	0.7	1.2	0.8	0.0	2.4	0.9	1.1	0.0
	(0.6)	(1.7)	(0.9)	(0.0)	(0.7)	(1.2)	(1.0)	(0.0)	(1.8)	(0.8)	(1.7)	(0.0)
For a few weeks	1.4	0.5	1.4	2.9	1.7	1.0	1.3	1.9	1.0	1.2	2.4	1.9
	(0.8)	(0.8)	(1.4)	(2.4)	(1.2)	(1.1)	(1.2)	(1.7)	(1.2)	(0.9)	(2.4)	(2.5)
For a few months	4.3	4.9	3.7	3.6	6.1	1.7	2.6	7.7	3.4	4.5	3.4	4.4
	(1.4)	(2.4)	(2.3)	(2.7)	(2.1)	(1.4)	(1.7)	(3.2)	(2.1)	(1.7)	(2.9)	(3.7)
For about a year	4.9	4.4	5.0	4.0	4.8	5.2	4.6	2.3	10.4	4.0	6.1	10.6
	(1.5)	(2.3)	(2.7)	(2.8)	(1.9)	(2.4)	(2.2)	(1.8)	(3.6)	(1.6)	(3.8)	(5.6)
For several years or more	14.9	13.0	15.3	13.9	14.0	16.2	13.6	15.6	17.2	14.5	10.7	24.4
	(2.5)	(3.8)	(4.4)	(4.9)	(3.1)	(4.1)	(3.6)	(4.4)	(4.5)	(2.9)	(4.9)	(7.9)
Number of respondents	466	175	137	96	279	187	157	145	164	284	100	82
Percentage used following hours of a tutor/reader/interpreter in the past year:												
None	89.5	89.3	88.6	89.4	87.6	92.4	90.9	86.5	90.9	89.1	87.6	97.2
	(2.2)	(3.6)	(4.0)	(4.5)	(3.1)	(3.1)	(3.2)	(4.3)	(3.7)	(2.7)	(5.4)	(3.1)
Fewer than 40 hours	2.8	3.5	2.6	2.7	3.4	1.9	3.2	2.3	2.6	3.2	0.6	2.8
	(1.2)	(2.1)	(2.0)	(2.4)	(1.7)	(1.6)	(2.0)	(1.9)	(2.0)	(1.5)	(1.2)	(3.1)
40 to 100 hours	2.1	2.1	2.3	2.1	3.4	0.0	2.5	2.1	0.9	2.4	1.7	0.0
	(1.0)	(1.7)	(1.9)	(2.1)	(1.7)	(0.0)	(1.8)	(1.8)	(1.2)	(1.3)	(2.1)	(0.0)
101 to 240 hours	3.7	4.0	4.6	2.9	3.0	4.8	2.0	5.9	4.5	3.9	4.3	0.0
	(1.4)	(2.3)	(2.6)	(2.4)	(1.6)	(2.5)	(1.5)	(3.0)	(2.7)	(1.7)	(3.3)	(0.0)
241 to 480 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
More than 480 hours	1.9	1.2	2.0	2.9	2.6	1.0	1.4	3.1	1.1	1.4	5.9	0.0
	(1.0)	(1.3)	(1.7)	(2.5)	(1.5)	(1.1)	(1.3)	(2.2)	(1.4)	(1.0)	(3.9)	(0.0)
Number of respondents	415	162	132	93	252	163	140	136	139	262	92	61

Source: Parent interviews.

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH SPEECH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage used a tutor/reader/interpreter:									
Never	78.3	76.3	62.1	73.7	74.9	78.5	79.0	74.8	60.4
	(5.5)	(5.3)	(5.3)	(5.6)	(4.1)	(7.6)	(4.4)	(5.7)	(6.4)
For just a few days	1.3	0.0	1.5	1.9	0.3	0.0	0.4	0.7	2.1
	(1.5)	(0.0)	(1.3)	(1.7)	(0.5)	(0.0)	(0.6)	(1.1)	(1.9)
For a few weeks	0.0	2.5	1.9	0.0	0.9	4.0	0.3	1.4	3.1
	(0.0)	(2.0)	(1.5)	(0.0)	(0.9)	(3.7)	(0.6)	(1.5)	(2.2)
For a few months	3.1	4.3	5.7	5.2	3.8	4.8	3.2	4.4	5.9
	(2.3)	(2.6)	(2.5)	(2.8)	(1.8)	(4.0)	(1.9)	(2.7)	(3.1)
For about a year	4.9	3.6	6.6	4.7	4.8	4.6	3.3	5.1	7.8
	(2.9)	(2.3)	(2.7)	(2.7)	(2.0)	(3.9)	(1.9)	(2.9)	(3.5)
For several years or more	12.4	13.3	22.2	14.5	15.2	8.1	13.9	13.6	20.6
	(4.4)	(4.3)	(4.6)	(4.5)	(3.4)	(5.1)	(3.7)	(4.5)	(5.3)
Number of respondents	115	133	176	136	250	60	186	130	133
Percentage used following hours of a tutor/reader/interpreter in the past year:									
None	95.7	90.8	82.4	89.1	90.6	89.8	93.0	87.5	86.3
	(3.0)	(3.9)	(4.2)	(4.5)	(2.8)	(6.1)	(3.0)	(4.5)	(4.6)
Fewer than 40 hours	1.9	1.4	4.1	3.4	1.7	5.0	1.7	3.2	3.5
	(2.1)	(1.6)	(2.2)	(2.6)	(1.2)	(4.4)	(1.5)	(2.4)	(2.4)
40 to 100 hours	0.5	1.9	3.7	4.1	1.6	0.9	0.7	3.4	3.1
	(1.1)	(1.8)	(2.1)	(2.8)	(1.2)	(1.9)	(1.0)	(2.5)	(2.3)
101 to 240 hours	0.6	2.3	8.3	0.8	3.9	4.3	1.9	4.8	4.9
	(1.1)	(2.0)	(3.1)	(1.3)	(1.9)	(4.1)	(1.6)	(2.9)	(2.9)
241 to 480 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
More than 480 hours	1.3	3.6	1.6	2.7	2.2	0.0	2.7	1.0	2.2
	(1.7)	(2.5)	(1.4)	(2.3)	(1.4)	(0.0)	(1.9)	(1.3)	(1.9)
Number of respondents	90	115	170	106	240	53	150	121	127

Source: Parent interviews.

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours provided to recipients of a tutor/reader/ interpreter in the past year	29.8	27.6	28.5	37.0	32.9	24.8	27.2	38.7	20.9	27.0	60.4	0.5
	(12.2)	(22.1)	(17.4)	(26.7)	(15.3)	(20.1)	(20.7)	(19.4)	(17.5)	(14.2)	(34.7)	(0.7)
Number of respondents	415	162	132	93	252	163	140	136	139	262	92	61
Percentage whose tutor/reader/ interpreter in the past year was:*												
Staff from secondary school	72.4	77.5	68.8	---	69.3	78.9	79.3	68.7	62.5	77.8	---	---
	(8.9)	(13.7)	(15.2)		(11.0)	(14.7)	(13.0)	(14.4)	(18.0)	(9.3)		
Staff from a special school	1.1	0.0	0.0	---	1.7	0.0	0.0	0.0	6.9	1.4	---	---
	(2.1)	(0.0)	(0.0)		(3.1)	(0.0)	(0.0)	(0.0)	(9.4)	(2.6)		
From a postsecondary school	0.5	0.6	0.6	---	0.0	1.2	0.0	0.6	1.5	0.2	---	---
	(0.5)	(0.9)	(0.9)		(0.0)	(1.2)	(0.0)	(0.9)	(1.4)	(0.4)		
A family member/friend	31.9	30.7	35.6	---	34.7	26.4	21.2	39.2	45.4	26.7	---	---
	(9.4)	(15.9)	(15.7)		(11.6)	(15.9)	(13.1)	(15.5)	(19.1)	(10.0)		
Another student	8.6	6.2	3.2	---	12.9	0.0	4.5	16.6	0.0	7.0	---	---
	(5.7)	(8.3)	(5.8)		(8.2)	(0.0)	(6.7)	(11.8)	(0.0)	(5.7)		
A private tutor/aide	5.4	2.2	13.7	---	0.0	16.4	0.0	12.0	4.6	5.9	---	---
	(4.7)	(5.2)	(11.3)		(0.0)	(13.8)	(0.0)	(10.6)	(8.0)	(5.5)		
From Vocational Rehabilitation	0.0	0.0	0.0	---	0.0	0.0	0.0	0.0	0.0	0.0	---	---
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		
From another source	0.6	0.6	0.9	---	0.7	0.5	0.0	0.8	2.0	0.5	---	---
	(0.5)	(0.9)	(1.2)		(0.7)	(0.8)	(0.0)	(1.1)	(1.7)	(0.6)		
Number of respondents	51	18	19	11	35	16	16	20	15	36	13	2

* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours provided to recipients of a tutor/reader/interpreter in the past year	10.0	55.2	30.1	37.2	31.8	7.4	26.9	30.4	37.0
	(10.7)	(35.9)	(14.1)	(31.7)	(15.9)	(6.1)	(17.5)	(26.6)	(24.2)
Number of respondents	90	115	170	106	240	53	150	121	127
Percentage whose tutor/reader/interpreter in the past year was:*									
Staff from secondary school	---	---	61.1	74.9	74.6	---	73.0	---	57.9
			(13.4)	(16.0)	(12.9)		(15.3)		(16.1)
Staff from a special school	---	---	0.0	0.0	2.3	---	0.0	---	0.0
			(0.0)	(0.0)	(4.3)		(0.0)		(0.0)
From a postsecondary school	---	---	1.7	0.0	0.3	---	0.0	---	1.1
			(1.4)	(0.0)	(0.5)		(0.0)		(1.4)
A family member/friend	---	---	28.0	36.1	24.9	---	34.6	---	45.6
			(12.4)	(17.8)	(12.8)		(17.4)		(16.3)
Another student	---	---	13.1	16.3	5.0	---	16.8	---	9.6
			(9.3)	(13.7)	(6.5)		(13.7)		(9.6)
A private tutor/aide	---	---	12.2	0.0	11.2	---	0.0	---	15.9
			(9.0)	(0.0)	(9.5)		(0.0)		(12.0)
From Vocational Rehabilitation	---	---	0.0	0.0	0.0	---	0.0	---	0.0
			(0.0)	(0.0)	(0.0)		(0.0)		(0.0)
From another source	---	---	1.5	0.6	0.5	---	0.5	---	0.9
			(1.4)	(1.0)	(0.7)		(0.8)		(1.2)
Number of respondents	9	11	28	16	24	6	16	14	21

* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 33A: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received speech/ language therapy:												
Never	26.0	24.0	24.1	31.1	22.1	31.6	24.4	26.3	30.2	25.9	18.1	38.4
	(3.0)	(4.8)	(5.3)	(6.6)	(3.7)	(5.1)	(4.5)	(5.4)	(5.4)	(3.6)	(6.0)	(9.0)
For just a few days	0.7	1.0	0.8	0.3	0.6	0.7	1.0	0.3	0.3	0.7	0.7	0.6
	(0.6)	(1.1)	(1.1)	(0.8)	(0.7)	(1.0)	(1.0)	(0.7)	(0.6)	(0.7)	(1.3)	(1.4)
For a few weeks	2.1	2.5	2.7	1.8	2.7	1.3	2.0	3.3	0.5	1.8	5.2	0.0
	(1.0)	(1.8)	(2.0)	(1.9)	(1.4)	(1.3)	(1.5)	(2.2)	(0.8)	(1.1)	(3.5)	(0.0)
For a few months	8.5	11.4	7.8	5.8	6.0	12.1	7.9	10.2	7.7	7.9	6.4	16.8
	(1.9)	(3.6)	(3.3)	(3.3)	(2.1)	(3.6)	(2.8)	(3.7)	(3.1)	(2.2)	(3.8)	(6.9)
For about a year	12.2	11.1	11.1	11.9	13.5	10.4	15.0	9.5	8.8	13.3	9.0	8.0
	(2.3)	(3.5)	(3.9)	(4.6)	(3.0)	(3.4)	(3.8)	(3.6)	(3.3)	(2.8)	(4.5)	(5.0)
For several years or more	50.5	50.0	53.5	49.1	55.1	43.9	49.8	50.3	52.5	50.4	60.7	36.2
	(3.4)	(5.6)	(6.1)	(7.1)	(4.4)	(5.5)	(5.3)	(6.1)	(5.9)	(4.1)	(7.7)	(8.9)
Number of respondents	466	174	137	98	280	186	159	142	165	285	100	81
Percentage received following hours of speech/language therapy in the past year:												
None	73.6	70.0	71.7	77.6	69.9	79.0	72.5	66.4	88.3	70.9	75.3	98.6
	(3.3)	(5.4)	(5.8)	(6.1)	(4.4)	(4.8)	(5.0)	(6.1)	(4.2)	(4.0)	(7.2)	(2.3)
Fewer than 40 hours	10.9	13.2	9.5	10.0	12.0	9.4	12.9	11.5	4.3	12.3	8.6	0.8
	(2.3)	(4.0)	(3.8)	(4.4)	(3.1)	(3.4)	(3.8)	(4.1)	(2.6)	(2.9)	(4.7)	(1.7)
40 to 100 hours	4.5	2.6	7.9	3.0	4.3	4.8	2.5	8.3	3.5	4.7	5.7	0.0
	(1.5)	(1.9)	(3.5)	(2.5)	(1.9)	(2.5)	(1.8)	(3.6)	(2.4)	(1.8)	(3.9)	(0.0)
101 to 240 hours	9.0	12.0	7.2	8.7	10.8	6.2	9.9	11.4	2.2	9.6	9.8	0.6
	(2.1)	(3.9)	(3.3)	(4.1)	(3.0)	(2.8)	(3.4)	(4.1)	(1.9)	(2.6)	(5.0)	(1.5)
More than 240 hours	2.1	2.1	3.7	0.7	3.1	0.7	2.1	2.3	1.7	2.6	0.6	0.0
	(1.1)	(1.7)	(2.4)	(1.2)	(1.6)	(1.0)	(1.6)	(2.0)	(1.7)	(1.4)	(1.3)	(0.0)
Number of respondents	404	156	127	93	241	163	138	128	138	256	89	59

Source: Parent interviews.

Table 33B: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received speech/ language therapy:									
Never	31.0	22.8	23.3	31.2	20.4	42.1	31.0	25.9	17.6
	(6.2)	(5.2)	(4.6)	(5.8)	(3.8)	(9.3)	(5.0)	(5.8)	(5.0)
For just a few days	0.2	1.7	0.0	0.9	0.3	1.9	0.9	0.9	0.0
	(0.5)	(1.6)	(0.0)	(1.2)	(0.5)	(2.5)	(1.0)	(1.3)	(0.0)
For a few weeks	1.5	1.8	4.0	2.0	2.4	1.9	2.8	0.5	3.0
	(1.6)	(1.7)	(2.1)	(1.8)	(1.4)	(2.5)	(1.8)	(0.9)	(2.2)
For a few months	12.5	6.2	8.4	8.0	6.6	8.0	9.0	6.3	11.1
	(4.4)	(3.0)	(3.0)	(3.4)	(2.3)	(5.1)	(3.1)	(3.2)	(4.1)
For about a year	9.3	15.3	13.0	11.7	13.8	8.3	12.4	9.1	14.2
	(3.9)	(4.5)	(3.7)	(4.0)	(3.2)	(5.2)	(3.5)	(3.8)	(4.5)
For several years or more	45.5	52.3	51.4	46.3	56.6	37.8	43.8	57.2	54.2
	(6.7)	(6.2)	(5.5)	(6.3)	(4.7)	(9.2)	(5.3)	(6.5)	(6.5)
Number of respondents	113	134	175	139	250	57	185	128	133
Percentage received following hours of speech/language therapy in the past year:									
None	74.4	69.9	75.3	73.3	73.6	74.6	79.1	64.8	73.4
	(6.7)	(6.2)	(4.9)	(6.5)	(4.3)	(9.0)	(4.9)	(6.7)	(5.9)
Fewer than 40 hours	6.3	10.2	15.3	10.0	11.1	7.4	6.9	13.4	15.3
	(3.7)	(4.1)	(4.1)	(4.4)	(3.1)	(5.4)	(3.0)	(4.8)	(4.8)
40 to 100 hours	1.3	5.9	4.8	2.9	5.7	3.2	3.0	2.1	6.7
	(1.8)	(3.2)	(2.4)	(2.5)	(2.3)	(3.7)	(2.1)	(2.0)	(3.3)
101 to 240 hours	16.6	10.2	2.9	11.5	8.4	8.7	8.7	16.7	3.2
	(5.7)	(4.1)	(1.9)	(4.7)	(2.7)	(5.8)	(3.4)	(5.2)	(2.4)
More than 240 hours	1.4	3.8	1.8	2.3	1.2	6.1	2.2	3.1	1.4
	(1.8)	(2.6)	(1.5)	(2.2)	(1.1)	(4.9)	(1.8)	(2.4)	(1.6)
Number of respondents	84	114	164	103	234	49	144	114	126

Source: Parent interviews

Table 33A: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of speech/language therapy provided recipients in the past year	28.7	34.5	35.0	19.4	36.1	18.0	28.8	38.6	12.3	32.4	22.9	0.7
	(5.4)	(10.3)	(10.7)	(7.1)	(8.1)	(5.9)	(8.6)	(10.4)	(5.8)	(6.9)	(8.6)	(1.7)
Number of respondents	404	156	127	93	241	163	138	128	138	256	89	59
Percentage received speech/ language therapy in the past year from:*												
Secondary school	96.6	98.5	94.4	100	96.0	97.3	98.8	96.2	85.8	96.8	98.1	---
	(1.8)	(2.2)	(3.5)	(0.0)	(2.4)	(2.5)	(1.6)	(2.8)	(7.5)	(1.9)	(2.6)	
Special school	9.4	8.5	16.3	4.2	10.2	8.0	7.9	10.5	15.0	8.2	19.8	---
	(3.7)	(5.8)	(8.0)	(6.1)	(4.8)	(5.8)	(4.9)	(6.2)	(9.9)	(3.9)	(11.0)	
Postsecondary school	1.1	1.9	0.0	0.0	1.8	0.0	0.0	1.8	5.6	0.7	0.0	---
	(1.4)	(2.9)	(0.0)	(0.0)	(2.1)	(0.0)	(0.0)	(2.7)	(6.4)	(1.2)	(0.0)	
Family member/friend	1.2	0.0	3.9	0.0	1.9	0.0	0.0	3.6	0.0	1.4	0.0	---
	(1.4)	(0.0)	(4.3)	(0.0)	(2.2)	(0.0)	(0.0)	(3.8)	(0.0)	(1.7)	(0.0)	
Private therapist	0.8	0.8	1.3	0.0	0.6	1.1	0.0	1.2	4.2	0.5	2.2	---
	(1.1)	(1.9)	(2.5)	(0.0)	(1.3)	(2.2)	(0.0)	(2.2)	(5.6)	(1.0)	(4.1)	
Vocational Rehabilitation	1.4	0.0	4.6	0.0	2.3	0.0	0.0	4.2	0.0	1.7	0.0	---
	(1.5)	(0.0)	(4.6)	(0.0)	(2.4)	(0.0)	(0.0)	(4.1)	(0.0)	(1.9)	(0.0)	
Hospital/institution	0.6	0.0	0.0	0.0	0.7	0.3	0.0	0.0	6.0	0.0	0.0	---
	(1.0)	(0.0)	(0.0)	(0.0)	(1.3)	(1.3)	(0.0)	(0.0)	(6.6)	(0.0)	(0.0)	
Other agency	4.8	1.4	6.5	8.5	6.0	2.8	4.3	4.2	10.3	5.3	2.2	---
	(2.8)	(2.4)	(5.4)	(8.4)	(3.8)	(3.6)	(3.8)	(4.0)	(8.4)	(3.2)	(4.1)	
Number of respondents	129	50	42	21	82	47	51	50	28	94	29	6

* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews

Table 33B: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of speech/language therapy provided recipients in the past year	34.6	41.0	16.9	31.9	24.9	45.0	28.0	42.3	19.6
	(12.1)	(12.8)	(5.8)	(10.8)	(6.1)	(23.7)	(9.8)	(11.8)	(7.2)
Number of respondents	84	114	164	103	234	49	144	114	126
Percentage received speech/language therapy in the past year from:*									
Secondary school	96.4	97.7	90.8	99.7	93.3	100	99.0	93.6	91.6
	(3.9)	(2.7)	(5.1)	(1.2)	(3.5)	(0.0)	(1.8)	(4.7)	(5.6)
Special school	11.0	10.6	8.4	12.5	9.4	0.0	6.4	11.2	13.5
	(7.9)	(6.8)	(5.9)	(8.1)	(5.2)	(0.0)	(5.3)	(7.2)	(8.1)
Postsecondary school	1.5	0.0	2.6	0.0	1.2	0.0	1.3	0.0	2.7
	(3.1)	(0.0)	(3.4)	(0.0)	(2.0)	(0.0)	(2.5)	(0.0)	(3.9)
Family member/friend	3.4	0.0	0.0	0.0	2.5	0.0	0.0	3.6	0.0
	(4.8)	(0.0)	(0.0)	(0.0)	(2.7)	(0.0)	(0.0)	(4.4)	(0.0)
Private therapist	0.0	0.4	2.8	0.4	0.5	2.6	0.0	0.4	2.9
	(0.0)	(1.4)	(3.5)	(1.7)	(1.3)	(5.3)	(0.0)	(1.4)	(4.1)
Vocational Rehabilitation	0.0	0.0	6.1	0.0	2.9	0.0	0.0	0.0	6.3
	(0.0)	(0.0)	(5.1)	(0.0)	(3.0)	(0.0)	(0.0)	(0.0)	(5.9)
Hospital/institution	0.0	0.4	0.0	1.9	0.0	0.0	0.0	0.4	0.0
	(0.0)	(1.4)	(0.0)	(3.5)	(0.0)	(0.0)	(0.0)	(1.4)	(0.0)
Other agency	5.7	1.7	9.7	0.0	9.9	0.0	0.4	7.4	9.9
	(6.1)	(2.9)	(6.4)	(0.0)	(5.2)	(0.0)	(1.5)	(6.1)	(7.3)
Number of respondents	30	41	46	34	70	19	44	41	38

* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received help with physical needs:												
Never												
For just a few days												
For a few weeks												
For a few months												
For about a year												
For several years or more												
Number of respondents												
Percentage received following hours of help with physical needs in the past year:												
None												
Fewer than 40 hours												
40 to 100 hours												
101 to 240 hours												
241 to 480 hours												
More than 480 hours												
Number of respondents												

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34B: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received help with physical needs:									
Never									
For just a few days									
For a few weeks									
For a few months									
For about a year									
For several years or more									
Number of respondents									
Percentage received following hours of help with physical needs in the past year:									
None									
Fewer than 40 hours									
40 to 100 hours									
101 to 240 hours									
241 to 480 hours									
More than 480 hours									
Number of respondents									

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of help with physical needs provided recipients in the past year												
Number of respondents												
Percentage received help with physical needs in the past year from:**												
Secondary school												
Special school												
Postsecondary school												
Family member/friend												
Private therapist												
Vocational Rehabilitation												
Hospital/institution												
Other source												
Number of respondents												

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

* Help with physical needs includes physical therapy, mobility training, and other such assistance.
** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 34B: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of help with physical needs provided recipients in the past year									
Number of respondents									
Percentage received help with physical needs in the past year from:**									
Secondary school									
Special school									
Postsecondary school									
Family member/friend									
Private therapist									
Vocational Rehabilitation									
Hospital/institution									
Other source									
Number of respondents									

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

* Help with physical needs includes physical therapy, mobility training, and other such assistance.
** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 35A: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received transportation help in the past year from:*												
Secondary school												
Special school												
Vocational Rehabilitation												
Hospital/institution												
Other source												
Number of respondents												
Percentage with transportation help including:												
Rides on special vehicles												
Help getting into vehicles												
Help walking to school/work												
Owning adapted vehicle												
Aide to push wheelchair												
Rides to places could not otherwise go												
Other												
Number of respondents												

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 35B: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH SPEECH IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received transportation help in the past year from:*									
Secondary school									
Special school									
Vocational Rehabilitation									
Hospital/institution									
Other source									
Number of respondents									
Percentage with transportation help including:									
Rides on special vehicles									
Help getting into vehicles									
Help walking to school/work									
Owning adapted vehicle									
Aide to push wheelchair									
Rides to places could not otherwise go									
Other									
Number of respondents									

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH SPEECH IMPAIRMENTS

Secondary School Achievement	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage receiving grades with secondary school grade point average (GPA) of:*												
3.25 or higher	10.8	11.6	11.1	10.2	12.6	8.2	10.9	9.9	12.5	10.0	9.3	17.9
	(2.3)	(4.3)	(4.0)	(4.2)	(3.2)	(3.3)	(3.8)	(3.6)	(4.7)	(2.8)	(4.6)	(7.8)
2.75 to 3.24	16.9	18.7	19.2	13.3	13.0	23.2	19.5	14.5	15.5	17.2	17.8	16.5
	(2.8)	(5.2)	(5.0)	(4.7)	(3.3)	(5.1)	(4.8)	(4.2)	(5.2)	(3.5)	(6.1)	(7.6)
2.25 to 2.74	17.3	18.9	15.6	17.5	14.1	21.2	14.7	20.1	18.3	14.9	24.5	18.8
	(2.9)	(5.3)	(4.6)	(5.3)	(3.4)	(4.9)	(4.3)	(4.8)	(5.5)	(3.3)	(6.8)	(8.0)
1.75 to 2.24	21.4	19.1	21.8	24.1	24.4	16.9	24.3	20.0	16.4	25.2	9.3	14.7
	(3.1)	(5.3)	(5.3)	(5.9)	(4.2)	(4.5)	(5.2)	(4.8)	(5.3)	(4.0)	(4.6)	(7.2)
1.25 to 1.74	15.6	15.3	13.3	17.8	16.4	14.6	15.2	15.7	16.7	16.5	17.6	7.1
	(2.7)	(4.8)	(4.3)	(5.3)	(3.6)	(4.3)	(4.3)	(4.3)	(5.3)	(3.4)	(6.1)	(5.2)
Less than 1.25	17.9	16.4	19.0	17.2	19.4	15.9	15.4	19.8	20.7	16.2	21.4	25.1
	(2.9)	(5.0)	(5.0)	(5.2)	(3.8)	(4.4)	(4.3)	(4.8)	(5.8)	(3.4)	(6.5)	(8.8)
Number of respondents	365	122	122	100	217	145	120	148	97	228	83	48
Average GPA for students receiving grades:*												
As a whole	2.1	2.1	2.1	2.1	2.0	2.2	2.2	2.0	2.1	2.1	2.0	2.2
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.2)
In grades 7 or 8	1.9	---	1.8	---	1.8	2.0	2.0	---	---	1.9	---	---
	(0.2)		(0.2)		(0.2)	(0.3)	(0.2)			(0.2)		
In grades 9 or 10	2.0	2.0	1.9	2.2	1.9	2.2	2.3	1.8	---	2.1	---	---
	(0.1)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.2)		(0.1)		
In grades 11 or 12	2.4	2.3	2.7	2.1	2.5	2.3	---	2.4	2.3	2.3	2.4	2.5
	(0.1)	(0.2)	(0.1)	(0.2)	(0.1)	(0.1)		(0.1)	(0.1)	(0.2)	(0.1)	(0.2)
Number of respondents	362	120	121	100	216	143	120	145	97	228	80	48
Percentage receiving grades who received 1 or more failing grades in most recent school year:*												
As a whole	35.1	35.6	37.2	31.1	39.6	28.8	33.9	40.5	25.0	36.4	36.9	21.7
	(3.5)	(6.4)	(6.1)	(6.2)	(4.7)	(5.4)	(5.6)	(5.8)	(6.1)	(4.3)	(7.8)	(8.2)
In grades 7 or 8	38.6	---	51.2	---	47.3	27.6	36.9	---	---	39.0	---	---
	(9.5)		(13.8)		(12.4)	(14.1)	(9.2)			(9.8)		
In grades 9 or 10	44.0	45.6	49.6	36.2	47.3	38.0	33.6	54.7	---	39.7	---	---
	(5.8)	(10.2)	(10.1)	(10.2)	(7.1)	(10.2)	(7.2)	(9.0)		(6.1)		
In grades 11 or 12	20.8	26.6	7.5	27.6	19.3	22.5	---	24.8	15.7	28.5	18.3	8.3
	(4.6)	(8.4)	(5.4)	(9.1)	(6.2)	(6.9)		(7.1)	(5.7)	(8.3)	(7.2)	(6.1)
Number of respondents	377	124	126	105	224	150	126	151	100	239	82	50

* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH SPEECH IMPAIRMENTS

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage receiving grades with secondary school grade point average (GPA) of:*									
3.25 or higher	5.9	8.3	13.3	6.6	13.1	0.9	2.3	6.9	21.4
	(4.0)	(4.6)	(4.4)	(4.5)	(3.6)	(2.2)	(2.1)	(4.2)	(6.6)
2.75 to 3.24	15.3	16.9	25.7	13.3	20.9	21.6	16.9	13.5	32.0
	(6.2)	(6.3)	(5.7)	(6.2)	(4.4)	(9.9)	(5.2)	(5.6)	(7.5)
2.25 to 2.74	12.4	20.0	22.4	11.4	21.4	12.3	12.7	19.6	23.1
	(5.6)	(6.7)	(5.4)	(5.8)	(4.4)	(7.9)	(4.6)	(6.5)	(6.8)
1.75 to 2.24	19.8	21.5	20.9	20.6	19.1	24.4	16.6	32.4	13.1
	(6.8)	(6.9)	(5.3)	(7.4)	(4.2)	(10.3)	(5.1)	(7.7)	(5.5)
1.25 to 1.74	25.5	14.1	14.7	14.5	17.7	22.3	28.7	12.9	7.9
	(7.5)	(5.8)	(4.6)	(6.4)	(4.1)	(10.0)	(6.2)	(5.5)	(4.4)
Less than 1.25	21.2	19.2	3.0	33.6	7.9	18.5	22.7	14.6	2.5
	(7.0)	(6.6)	(2.2)	(8.6)	(2.9)	(9.3)	(5.8)	(5.8)	(2.5)
Number of respondents	65	70	120	64	179	35	102	83	84
Average GPA for students receiving grades:*									
As a whole	1.9	2.1	2.4	1.8	2.3	1.9	1.8	2.1	2.7
	(0.1)	(0.2)	(0.1)	(0.2)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)
In grades 7 or 8	---	2.0	---	---	2.0	---	1.7	---	---
		(0.3)			(0.3)		(0.3)		
In grades 9 or 10	1.8	1.9	2.3	1.8	2.3	1.9	1.7	2.1	2.5
	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)
In grades 11 or 12	2.0	2.3	2.7	1.9	2.5	---	2.0	2.1	2.8
	(0.2)	(0.2)	(0.1)	(0.3)	(0.1)		(0.2)	(0.2)	(0.1)
Number of respondents	65	70	119	63	178	35	102	82	83
Percentage receiving grades who received 1 or more failing grades in most recent school year:*									
As a whole	50.8	35.4	20.6	44.9	30.1	43.4	48.0	37.8	14.0
	(8.4)	(7.7)	(5.2)	(8.9)	(4.9)	(11.2)	(6.7)	(7.8)	(5.6)
In grades 7 or 8	---	31.0	---	---	38.6	---	50.5	---	---
		(14.8)			(14.1)		(13.9)		
In grades 9 or 10	61.2	47.6	22.1	53.9	34.1	55.4	52.2	46.7	23.1
	(12.7)	(12.5)	(8.6)	(13.2)	(8.3)	(16.6)	(10.4)	(12.6)	(11.4)
In grades 11 or 12	45.5	20.7	14.6	30.8	21.6	---	39.0	32.1	9.8
	(13.8)	(12.6)	(6.2)	(14.2)	(6.5)		(11.6)	(11.8)	(6.3)
Number of respondents	68	75	121	65	183	39	106	86	85

* See Appendix for percentage of students that had graded classes

Source: Students' school records. Data are for the students' most recent year in secondary school

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH SPEECH IMPAIRMENTS (Continued)

Secondary School Achievement	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students that had graded classes in regular education, percentage receiving a failing grade*	36.8	35.6	39.7	33.3	40.8	30.9	36.9	41.2	24.1	38.3	40.1	20.1
	(3.8)	(6.8)	(6.5)	(6.6)	(5.0)	(5.7)	(6.0)	(6.0)	(6.6)	(4.6)	(8.0)	(8.6)
Number of respondents	336	108	113	97	200	134	111	142	83	210	79	42
Of students that had graded classes in special education, percentage receiving a failing grade**	10.2	12.2	11.5	4.8	11.7	7.7	8.7	12.5	9.3	9.7	11.9	10.0
	(3.2)	(5.8)	(5.8)	(4.5)	(4.2)	(4.8)	(4.9)	(5.8)	(5.2)	(3.7)	(8.6)	(7.8)
Number of respondents	188	72	60	44	119	68	57	68	63	123	32	30
Percentage absent from school:												
Fewer than 5 days	37.8	40.1	41.3	34.3	40.5	33.6	45.2	30.9	31.0	41.1	24.4	32.7
	(3.8)	(7.3)	(6.5)	(6.6)	(5.1)	(5.7)	(6.1)	(5.9)	(7.0)	(4.7)	(7.0)	(10.3)
6 to 10 days	20.4	13.4	11.7	30.7	17.0	25.1	19.4	20.0	24.5	17.9	27.6	26.3
	(3.2)	(5.1)	(4.2)	(6.4)	(3.9)	(5.3)	(4.8)	(5.1)	(6.5)	(3.7)	(7.3)	(9.7)
11 to 20 days	26.3	24.0	33.3	22.2	24.0	30.0	23.6	29.9	26.5	26.1	27.6	29.2
	(3.5)	(6.4)	(6.2)	(5.8)	(4.4)	(5.6)	(5.2)	(5.8)	(6.7)	(4.2)	(7.3)	(10.0)
21 to 30 days	8.1	8.3	7.3	9.6	7.7	8.7	9.8	5.8	8.3	7.8	10.6	7.8
	(2.1)	(4.1)	(3.4)	(4.1)	(2.8)	(3.4)	(3.6)	(3.0)	(4.2)	(2.6)	(5.1)	(5.9)
More than 30 days	7.3	14.2	6.3	3.1	10.7	2.5	2.0	13.4	9.7	7.1	9.9	4.0
	(2.0)	(5.2)	(3.2)	(2.4)	(3.2)	(1.9)	(1.7)	(4.3)	(4.5)	(2.5)	(4.9)	(4.3)
Number of respondents	332	99	114	99	189	140	116	129	87	207	78	41

* See Appendix for percentage of students that had graded classes in regular education.
** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 368: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH SPEECH IMPAIRMENTS (Continued)

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students that had graded classes in regular education, percentage receiving a failing grade*	50.9	43.3	19.3	50.1	30.0	48.8	48.7	38.0	16.5
	(9.0)	(8.8)	(5.2)	(9.7)	(5.0)	(12.7)	(7.0)	(8.4)	(6.1)
Number of respondents	58	61	115	56	170	31	96	74	78
Of students that had graded classes in special education, percentage receiving a failing grade**	18.8	3.4	4.4	8.8	9.5	7.9	12.0	13.9	0.0
	(8.6)	(4.0)	(4.2)	(6.6)	(4.8)	(7.8)	(5.9)	(7.9)	(0.0)
Number of respondents	40	39	51	38	77	25	59	40	37
Percentage absent from school:									
Fewer than 5 days	32.1	46.8	42.3	38.9	44.2	34.2	31.8	50.3	43.8
	(8.2)	(8.7)	(6.8)	(8.9)	(5.6)	(12.3)	(6.5)	(8.3)	(8.9)
6 to 10 days	26.9	9.5	20.1	17.2	18.1	21.8	21.8	14.2	20.4
	(7.8)	(5.1)	(5.5)	(6.9)	(4.3)	(10.7)	(5.8)	(5.8)	(7.3)
11 to 20 days	21.6	30.3	29.3	26.4	24.9	23.3	29.3	19.0	30.2
	(7.2)	(8.0)	(6.3)	(8.0)	(4.9)	(11.0)	(6.4)	(6.5)	(8.3)
21 to 30 days	7.0	7.1	5.3	6.5	6.3	15.7	10.1	3.8	4.7
	(4.5)	(4.5)	(3.1)	(4.5)	(2.7)	(9.4)	(4.2)	(3.2)	(3.8)
More than 30 days	12.4	6.3	3.0	11.1	6.5	5.0	7.0	12.6	0.8
	(5.8)	(4.2)	(2.4)	(5.7)	(2.8)	(5.7)	(3.6)	(5.5)	(1.6)
Number of respondents	61	64	105	63	164	29	96	80	69

* See Appendix for percentage of students that had graded classes in regular education.
** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Secondary School Achievement	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average days absent:												
As a whole	11.8	13.5	12.1	10.2	13.1	10.1	9.5	14.4	12.7	11.4	14.1	10.8
	(1.0)	(2.2)	(1.7)	(1.4)	(1.5)	(1.0)	(1.3)	(1.8)	(1.9)	(1.2)	(2.2)	(2.0)
In grades 7 or 8	13.3	---	13.8	---	15.4	10.0	11.9	---	---	12.8	---	---
	(2.9)		(3.6)		(4.0)	(3.6)	(2.7)			(3.0)		
In grades 9 or 10	11.3	13.2	11.4	9.4	13.0	8.7	7.6	16.7	---	10.1	---	---
	(1.6)	(3.2)	(3.1)	(1.6)	(2.2)	(1.4)	(1.1)	(3.4)		(1.5)		
In grades 11 or 12	11.6	14.9	11.7	9.7	11.0	12.0	---	11.3	11.3	13.6	10.3	9.5
	(1.3)	(3.3)	(2.1)	(1.8)	(2.1)	(1.6)		(1.7)	(2.0)	(2.6)	(1.8)	(1.9)
Ungraded	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	329	97	113	99	188	138	116	126	87	207	75	41
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	12.6	18.4	12.0	7.1	12.0	13.4	16.2	8.5	15.5	10.6	23.9	1.8
	(3.1)	(6.2)	(5.6)	(4.2)	(4.0)	(5.1)	(6.5)	(3.9)	(5.9)	(3.8)	(7.7)	(3.1)
Number of respondents	237	85	69	71	140	96	56	105	76	131	65	38
Percentage taking minimum competency tests that:												
Failed	17.3	17.0	6.8	28.2	15.6	19.7	13.8	13.1	33.9	12.9	22.9	35.7
	(4.0)	(6.9)	(4 7)	(8.5)	(5.0)	(6.6)	(7.3)	(5.1)	(8.7)	(4.5)	(9.0)	(11.8)
Passed in part	32.2	40.0	39.2	21.9	38.6	22.7	28.1	38.7	22.3	39.3	24.5	4.8
	(5.0)	(8.9)	(9.2)	(7.8)	(6.7)	(6.9)	(9.5)	(7.4)	(7.7)	(6.6)	(9.3)	(5.3)
Passed fully	50.5	42.9	54.0	49.9	45.8	57.5	58.1	48.2	43.7	47.8	52.6	59.5
	(5.3)	(9.0)	(9.3)	(9.4)	(6.9)	(8.2)	(10.4)	(7.6)	(9.1)	(6.8)	(10.7)	(12.1)
Number of respondents	187	65	60	54	111	76	40	90	57	108	46	32

* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECUNDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average days absent:									
As a whole	13.5	11.8	9.4	12.3	11.1	12.0	12.9	12.0	8.5
	(2.4)	(2.5)	(1.4)	(2.3)	(1.5)	(2.5)	(1.8)	(2.7)	(1.3)
In grades 7 or 8	---	13.3	---	---	15.0	---	13.8	---	---
		(5.3)			(5.3)		(3.2)		
In grades 9 or 10	11.0	9.7	9.8	9.4	10.3	---	12.4	8.9	7.4
	(3.3)	(3.5)	(2.7)	(2.7)	(2.5)		(2.9)	(3.0)	(2.3)
In grades 11 or 12	17.1	14.1	8.5	17.7	10.4	---	13.0	14.8	9.7
	(4.1)	(4.3)	(1.4)	(4.8)	(1.5)		(2.9)	(4.0)	(1.8)
Ungraded	---	---	---	---	---	---	---	---	---
Number of respondents	61	64	104	62	163	29	96	79	68
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	17.8	10.5	4.1	21.0	8.9	14.8	15.2	14.0	2.0
	(9.2)	(6.2)	(3.2)	(9.3)	(3.9)	(9.5)	(6.6)	(6.8)	(2.7)
Number of respondents	35	50	81	42	111	29	58	59	58
Percentage taking minimum competency tests that:									
Failed	12.9	23.4	5.1	21.8	10.8	15.5	26.1	11.0	0.8
	(9.0)	(10.0)	(3.7)	(10.8)	(4.6)	(12.0)	(9.1)	(7.1)	(1.8)
Passed in part	54.7	36.8	28.4	49.5	28.6	55.5	51.2	41.4	20.3
	(13.3)	(11.4)	(7.5)	(13.1)	(6.6)	(16.5)	(10.4)	(11.1)	(7.9)
Passed fully	32.4	39.9	66.5	28.8	60.6	29.0	22.6	47.6	78.9
	(12.5)	(11.6)	(7.8)	(11.9)	(7.2)	(15.0)	(8.7)	(11.3)	(8.0)
Number of respondents	27	36	75	32	96	19	45	44	54

* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 37A: SECONDARY SCHOOL COMPLETION OF YOUTH WITH SPEECH IMPAIRMENTS

School Completion	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage out-of-school youth who:*												
Graduated	62.7	62.0	61.3	71.6	56.3	74.4	---	57.9	71.1	---	60.5	65.6
	(4.9)	(8.8)	(9.7)	(9.0)	(6.4)	(7.1)		(9.0)	(5.5)		(6.9)	(6.7)
Dropped out	28.3	22.1	30.0	27.3	31.7	22.1	---	34.2	18.5	---	29.6	26.6
	(4.6)	(7.5)	(9.1)	(8.9)	(6.0)	(6.8)		(8.6)	(4.7)		(6.5)	(6.2)
Were suspended expelled	4.2	5.1	7.0	1.1	6.4	0.0	---	7.9	2.4	---	4.7	3.5
	(2.0)	(4.0)	(5.0)	(2.0)	(3.2)	(0.0)		(4.9)	(1.9)		(3.0)	(2.6)
Reached age limit	4.8	10.7	1.7	0.0	5.5	3.6	---	0.0	8.0	---	5.2	4.3
	(2.2)	(5.6)	(2.6)	(0.0)	(2.9)	(3.0)		(0.0)	(3.3)		(3.2)	(2.9)
Number of respondents	222	79	54	48	139	83	5	63	154	0	117	105
Percentage of graduates receiving a regular diploma	91.5	94.9	97.9	83.4	91.3	91.8	---	97.4	87.3	---	86.5	98.1
	(4.2)	(5.7)	(3.6)	(9.6)	(5.7)	(6.1)		(4.0)	(6.3)		(6.8)	(3.5)
Number of respondents	98	34	32	29	53	45	2	34	62	0	58	38
Percentage of dropouts whose parents reported they left school because:												
Not doing well in school	30.0	---	---	---	36.9	---	---	---	---	---	---	---
	(15.5)				(18.3)							
Didn't like school/bored	41.7	---	---	---	47.7	---	---	---	---	---	---	---
	(16.7)				(18.9)							
Had behavior problems	12.1	---	---	---	14.9	---	---	---	---	---	---	---
	(11.0)				(13.5)							
Needed/found a job	0.0	---	---	---	0.0	---	---	---	---	---	---	---
	(0.0)				(0.0)							
Got married/had a child	0.0	---	---	---	0.0	---	---	---	---	---	---	---
	(0.0)				(0.0)							
Didn't get into program wanted	0.0	---	---	---	0.0	---	---	---	---	---	---	---
	(0.0)				(0.0)							
Illness or disability	4.2	---	---	---	5.1	---	---	---	---	---	---	---
	(6.8)				(8.3)							
Moved	10.0	---	---	---	0.0	---	---	---	---	---	---	---
	(10.2)				(0.0)							
Friends were dropping out	10.5	---	---	---	12.9	---	---	---	---	---	---	---
	(10.4)				(12.7)							
Other	30.1	---	---	---	29.9	---	---	---	---	---	---	---
	(15.5)				(17.3)							
Number of respondents	19	5	7	4	15	4	1	8	10	0	14	5
Percentage of dropouts expected by parents to finish secondary school	46.5	---	---	---	30.1	---	---	---	---	---	39.5	---
	(14.7)				(15.4)						(17.5)	
Number of respondents	25	7	8	5	19	6	2	12	11	0	18	7

* See Appendix for percentage of youth who were out of secondary school

Source: Parent interviews and students' school records

Table 37B: SECONDARY SCHOOL COMPLETION OF YOUTH WITH SPEECH IMPAIRMENTS

School Completion	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage out-of-school youth who:*									
Graduated	50.2 (11.3)	49.2 (10.5)	92.2 (4.5)	38.7 (9.4)	70.0 (7.2)	65.2 (15.8)	51.3 (8.7)	62.9 (11.0)	85.9 (6.4)
Dropped out	45.3 (11.2)	35.7 (10.0)	3.2 (2.9)	49.8 (9.7)	17.7 (6.0)	24.9 (14.3)	39.4 (8.5)	29.8 (10.4)	6.3 (4.5)
Were suspended expelled	2.2 (3.3)	11.0 (6.6)	0.0 (0.0)	7.2 (5.0)	4.8 (3.4)	5.4 (7.5)	5.6 (4.0)	3.4 (4.1)	5.1 (4.1)
Reached age limit	2.3 (3.4)	4.1 (4.2)	4.6 (3.5)	4.3 (3.9)	7.5 (4.1)	4.6 (6.9)	3.6 (3.3)	3.9 (4.4)	2.7 (3.0)
Number of respondents	40	50	75	57	103	18	75	44	58
Percentage of graduates receiving a regular diploma	---	---	99.2 (1.9)	---	90.8 (5.6)	---	76.9 (15.0)	98.7 (3.7)	100 (0.0)
Number of respondents	11	14	44	9	58	7	17	21	35
Percentage of dropouts whose parents reported they left school because:									
Not doing well in school	---	---	---	---	---	---	---	---	---
Didn't like school/bored	---	---	---	---	---	---	---	---	---
Had behavior problems	---	---	---	---	---	---	---	---	---
Needed/found a job	---	---	---	---	---	---	---	---	---
Got married/had a child	---	---	---	---	---	---	---	---	---
Didn't get into program wanted	---	---	---	---	---	---	---	---	---
Illness or disability	---	---	---	---	---	---	---	---	---
Moved	---	---	---	---	---	---	---	---	---
Friends were dropping out	---	---	---	---	---	---	---	---	---
Other	---	---	---	---	---	---	---	---	---
Number of respondents	7	8	2	9	7	3	11	6	2
Percentage of dropouts expected by parents to finish secondary school	---	---	---	---	---	---	44.6 (18.8)	---	---
Number of respondents	7	10	2	10	10	3	15	6	2

* See Appendix for percentage of youth who were out of secondary school

Source: Parent interviews and students' school records

Table 38A: RESIDENTIAL INDEPENDENCE OF YOUTH WITH SPEECH IMPAIRMENTS

Residential Independence Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage living:												
With parent(s)	90.8	91.1	93.0	90.4	90.4	91.3	96.8	90.8	74.4	95.5	77.1	73.0
	(1.9)	(3.2)	(3.0)	(4.0)	(2.5)	(3.0)	(1.8)	(3.4)	(5.0)	(1.7)	(6.4)	(7.7)
Alone	0.9	1.4	0.0	1.0	0.7	1.1	0.0	0.4	4.0	0.2	0.8	5.7
	(0.6)	(1.3)	(0.0)	(1.3)	(0.7)	(1.1)	(0.0)	(0.7)	(2.2)	(0.4)	(1.4)	(4.0)
With spouse/roommate	2.6	1.9	3.2	2.5	2.9	2.2	0.7	4.0	5.5	1.1	7.9	6.9
	(1.1)	(1.5)	(2.1)	(2.1)	(1.4)	(1.6)	(0.8)	(2.3)	(2.6)	(0.8)	(4.1)	(4.4)
With other family member	2.6	1.4	3.2	2.8	2.6	2.5	1.4	2.9	5.2	1.4	4.5	9.1
	(1.1)	(1.3)	(2.1)	(2.3)	(1.4)	(1.7)	(1.2)	(2.0)	(2.5)	(0.9)	(3.2)	(5.0)
In a residential/boarding school (not a college)	0.5	0.0	0.0	0.0	0.9	0.0	0.0	0.0	2.9	0.7	0.0	0.0
	(0.5)	(0.0)	(0.0)	(0.0)	(0.8)	(0.0)	(0.0)	(0.0)	(1.9)	(0.7)	(0.0)	(0.0)
In a college dormitory	0.4	0.0	0.4	1.1	0.6	0.2	0.0	0.7	1.2	0.0	3.2	0.0
	(0.4)	(0.0)	(0.7)	(1.4)	(0.6)	(0.5)	(0.0)	(0.9)	(1.2)	(0.0)	(2.7)	(0.0)
In a group home	1.5	3.0	0.1	2.0	1.1	2.0	1.1	0.8	3.7	1.1	4.7	0.3
	(0.8)	(1.9)	(0.4)	(1.9)	(0.9)	(1.5)	(1.1)	(1.0)	(2.2)	(0.8)	(3.2)	(1.0)
In a mental health facility or hospital/institution for the disabled	0.2	0.0	0.2	0.0	0.3	0.0	0.0	0.2	0.7	0.0	0.0	1.9
	(0.3)	(0.0)	(0.5)	(0.0)	(0.5)	(0.0)	(0.0)	(0.5)	(0.9)	(0.0)	(0.0)	(2.4)
In a correctional facility	0.3	1.2	0.0	0.0	0.4	0.2	0.0	0.3	1.3	0.0	1.8	1.0
	(0.4)	(1.2)	(0.0)	(0.0)	(0.6)	(0.5)	(0.0)	(0.7)	(1.3)	(0.0)	(2.1)	(1.7)
Other	0.2	0.0	0.0	0.2	0.1	0.4	0.0	0.0	1.1	0.0	0.0	2.1
	(0.3)	(0.0)	(0.0)	(0.6)	(0.3)	(0.6)	(0.0)	(0.0)	(1.2)	(0.0)	(0.0)	(2.5)
Number of respondents	497	180	149	103	299	198	166	157	174	302	104	89
Percentage of institutionalized youth who have been in institutions:												
Less than 6 months	---	---	---	---	---	---	---	---	---	---	---	---
6 to 12 months	---	---	---	---	---	---	---	---	---	---	---	---
13 to 36 months	---	---	---	---	---	---	---	---	---	---	---	---
> 36 months	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	9	4	2	1	5	4	1	3	5	3	2	4
Percentage making alterations to home to accommodate disability	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	482	179	142	100	291	191	161	150	171	293	102	85

Source: Parent interviews

Table 38B: RESIDENTIAL INDEPENDENCE OF YOUTH WITH SPEECH IMPAIRMENTS

Residential Independence Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage living:									
With parent(s)	89.3	91.4	96.2	93.1	89.1	91.2	90.9	93.6	92.8
	(4.1)	(3.5)	(2.1)	(3.2)	(2.9)	(5.2)	(3.1)	(3.2)	(3.3)
Alone	0.6	1.0	1.5	0.8	1.0	0.7	0.4	1.3	1.6
	(1.0)	(1.3)	(1.3)	(1.1)	(0.9)	(1.6)	(0.6)	(1.5)	(1.6)
With spouse/roommate	4.8	1.0	0.8	2.7	2.9	1.8	2.8	4.0	0.1
	(2.8)	(1.2)	(1.0)	(2.0)	(1.5)	(2.4)	(1.7)	(2.5)	(0.5)
With other family member	3.6	2.2	0.5	1.2	2.5	4.1	4.4	0.1	0.7
	(2.5)	(1.8)	(0.8)	(1.3)	(1.4)	(3.6)	(2.2)	(0.5)	(1.1)
In a residential/boarding school (not a college)	0.8	1.0	0.0	0.0	1.0	0.0	0.6	0.5	0.7
	(1.2)	(1.2)	(0.0)	(0.0)	(0.9)	(0.0)	(0.9)	(0.9)	(1.1)
In a college dormitory	0.0	1.1	0.4	0.0	0.8	0.0	0.8	0.0	0.5
	(0.0)	(1.3)	(0.7)	(0.0)	(0.8)	(0.0)	(0.9)	(0.0)	(0.9)
In a group home	0.0	2.0	0.3	0.9	2.4	0.0	0.0	0.0	2.7
	(0.0)	(1.7)	(0.5)	(1.2)	(1.4)	(0.0)	(0.0)	(0.0)	(2.1)
In a mental health facility or hospital/institution for the disabled	0.0	0.0	0.0	0.5	0.1	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.9)	(0.3)	(0.0)	(0.0)	(0.0)	(0.0)
In a correctional facility	0.5	0.4	0.0	0.9	0.0	0.7	0.2	0.6	0.0
	(0.9)	(0.7)	(0.0)	(1.2)	(0.0)	(1.6)	(0.5)	(1.0)	(0.0)
Other	0.5	0.0	0.2	0.0	0.0	1.5	0.0	0.0	0.9
	(0.9)	(0.0)	(0.5)	(0.0)	(0.0)	(2.2)	(0.0)	(0.0)	(1.2)
Number of respondents	116	135	178	141	260	62	189	130	135
Percentage of institutionalized youth who have been in institutions:									
Less than 6 months	---	---	---	---	---	---	---	---	---
6 to 12 months	---	---	---	---	---	---	---	---	---
13 to 36 months	---	---	---	---	---	---	---	---	---
> 36 months	---	---	---	---	---	---	---	---	---
Number of respondents	1	1	2	3	5	1	0	1	3
Percentage making alterations to home to accommodate disability	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	116	135	177	140	258	61	189	130	134

Source: Parent interviews.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH SPEECH IMPAIRMENTS

Home-Care Independence	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage fixing own breakfast or lunch:												
Always	38.7	41.5	42.8	30.0	36.6	41.7	31.9	45.4	49.5	36.5	44.3	52.2
	(3.6)	(5.4)	(6.2)	(6.9)	(4.5)	(5.8)	(5.0)	(6.4)	(6.4)	(4.1)	(8.3)	(11.1)
Usually	21.7	17.5	23.2	25.2	24.2	18.1	25.7	13.5	23.5	20.9	27.5	21.3
	(3.0)	(4.1)	(5.3)	(6.5)	(4.0)	(4.5)	(4.7)	(4.4)	(5.4)	(3.4)	(7.5)	(9.1)
Sometimes	33.9	33.6	28.4	41.4	33.3	34.9	36.2	35.7	22.6	36.4	24.6	23.1
	(3.5)	(5.1)	(5.7)	(7.4)	(4.4)	(5.6)	(5.2)	(6.2)	(5.4)	(4.1)	(7.2)	(9.3)
Never	5.6	7.4	5.6	3.5	5.9	5.3	6.2	5.3	4.4	6.2	3.6	3.4
	(1.7)	(2.8)	(2.9)	(2.7)	(2.2)	(2.6)	(2.6)	(2.9)	(2.6)	(2.0)	(3.1)	(4.0)
Number of respondents	409	187	136	86	247	162	152	129	128	265	84	60
Percentage buying items from a store on his/her own:												
Always	24.5	25.5	24.0	23.8	19.8	31.2	23.3	23.6	30.3	23.4	25.7	33.1
	(3.1)	(4.7)	(5.4)	(6.4)	(3.7)	(5.4)	(4.6)	(5.5)	(5.9)	(3.6)	(7.3)	(10.4)
Usually	17.1	16.8	17.3	17.2	17.5	16.5	14.8	22.7	14.3	18.0	15.0	11.9
	(2.7)	(4.1)	(4.7)	(5.7)	(3.5)	(4.3)	(3.8)	(5.4)	(4.5)	(3.3)	(6.0)	(7.2)
Sometimes	49.3	49.6	43.1	56.7	53.4	43.4	51.4	47.5	45.4	49.9	54.6	35.3
	(3.6)	(5.4)	(6.2)	(7.4)	(4.7)	(5.8)	(5.4)	(6.4)	(6.4)	(4.2)	(8.4)	(10.6)
Never	9.1	8.1	15.5	2.3	9.2	8.9	10.5	6.2	10.0	8.7	4.7	19.8
	(2.1)	(3.0)	(4.5)	(2.3)	(2.7)	(3.3)	(3.3)	(3.1)	(3.8)	(2.4)	(3.5)	(8.8)
Number of respondents	409	187	136	86	247	162	152	129	128	265	84	60
Percentage doing laundry:												
Always	25.2	30.1	28.3	14.8	18.4	34.7	22.2	29.1	28.0	24.0	31.3	27.5
	(3.2)	(5.0)	(5.6)	(5.3)	(3.6)	(5.6)	(4.5)	(5.9)	(5.7)	(3.6)	(7.8)	(9.9)
Usually	7.3	4.8	8.6	8.8	8.2	5.9	6.1	7.9	10.1	6.5	13.0	6.1
	(1.9)	(2.3)	(3.5)	(4.3)	(2.6)	(2.8)	(2.6)	(3.5)	(3.9)	(2.1)	(5.7)	(5.3)
Sometimes	39.0	35.1	38.3	45.0	34.3	45.7	41.5	38.2	31.9	40.0	33.0	38.9
	(3.6)	(5.2)	(6.1)	(7.5)	(4.4)	(5.8)	(5.3)	(6.3)	(6.0)	(4.2)	(7.9)	(10.8)
Never	28.5	30.0	24.8	31.4	39.0	13.7	30.2	24.8	30.0	29.5	22.6	27.5
	(3.3)	(5.0)	(5.4)	(7.0)	(4.6)	(4.0)	(4.9)	(5.6)	(5.9)	(3.9)	(7.0)	(9.9)
Number of respondents	409	187	136	86	247	162	152	129	128	265	84	60

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH SPEECH IMPAIRMENTS

Home-Care Independence	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage fixing own breakfast or lunch:									
Always	41.0	30.7	44.6	41.2	39.1	32.4	36.7	33.1	50.0
	(7.1)	(6.0)	(5.6)	(6.5)	(4.9)	(9.4)	(5.5)	(6.4)	(6.7)
Usually	13.7	25.8	27.7	18.2	25.9	15.5	18.4	24.4	23.0
	(4.9)	(5.7)	(5.0)	(5.1)	(4.4)	(7.2)	(4.4)	(5.8)	(5.6)
Sometimes	36.3	37.2	26.7	34.1	30.7	44.6	38.9	36.0	22.5
	(6.9)	(6.3)	(5.0)	(6.3)	(4.6)	(10.0)	(5.6)	(6.5)	(5.6)
Never	9.0	6.3	1.0	6.4	4.2	7.4	5.9	6.6	4.5
	(4.1)	(3.2)	(1.1)	(3.3)	(2.0)	(5.3)	(2.7)	(3.3)	(2.8)
Number of respondents	98	121	165	123	217	52	163	120	122
Percentage buying items from a store on his/her own:									
Always	28.8	14.1	28.5	26.9	21.7	32.9	22.3	23.7	29.8
	(6.5)	(4.5)	(5.1)	(5.9)	(4.1)	(9.4)	(4.7)	(5.7)	(6.1)
Usually	7.1	23.8	20.6	13.1	20.4	12.2	13.2	15.4	23.6
	(3.7)	(5.5)	(4.5)	(4.5)	(4.0)	(6.6)	(3.9)	(4.9)	(5.7)
Sometimes	53.5	49.1	46.6	50.9	49.6	50.3	54.3	53.6	36.8
	(7.2)	(6.5)	(5.6)	(6.6)	(5.0)	(10.0)	(5.7)	(6.7)	(6.4)
Never	10.7	13.0	4.3	9.2	8.3	4.7	10.2	7.3	9.8
	(4.4)	(4.4)	(2.3)	(3.8)	(2.7)	(4.2)	(3.5)	(3.5)	(4.0)
Number of respondents	98	121	165	123	217	52	163	120	122
Percentage doing laundry:									
Always	31.0	16.9	25.6	33.4	19.2	28.1	25.3	14.5	37.6
	(6.6)	(4.9)	(4.9)	(6.3)	(3.9)	(9.0)	(5.0)	(4.8)	(6.5)
Usually	4.6	4.3	9.8	4.8	9.7	3.8	5.2	4.7	11.6
	(3.0)	(2.6)	(3.3)	(2.8)	(3.0)	(3.8)	(2.5)	(2.9)	(4.3)
Sometimes	35.2	42.1	45.5	39.1	36.6	44.5	38.5	42.0	38.1
	(6.9)	(6.4)	(5.6)	(6.5)	(4.8)	(9.9)	(5.6)	(6.7)	(6.5)
Never	29.1	36.7	19.2	22.6	34.5	23.7	31.0	38.8	12.7
	(6.5)	(6.3)	(4.4)	(5.5)	(4.7)	(8.5)	(5.3)	(6.6)	(4.5)
Number of respondents	98	121	165	123	217	52	163	120	122

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Home-Care Independence	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage straightening up own living area:												
Always	47.5	45.5	50.1	46.9	39.9	58.4	48.6	47.0	44.7	49.4	42.4	36.6
	(3.6)	(5.4)	(6.3)	(7.5)	(4.6)	(5.8)	(5.4)	(6.4)	(6.4)	(4.2)	(8.3)	(10.7)
Usually	14.9	12.6	17.1	15.1	14.7	15.2	11.9	18.3	18.8	14.2	19.1	15.2
	(2.6)	(3.6)	(4.7)	(5.4)	(3.3)	(4.2)	(3.5)	(5.0)	(5.0)	(3.0)	(6.6)	(7.9)
Sometimes	31.0	33.9	26.3	33.2	35.8	24.2	31.9	30.6	28.6	29.9	33.9	37.7
	(3.4)	(5.1)	(5.5)	(7.1)	(4.5)	(5.0)	(5.0)	(5.9)	(5.8)	(3.9)	(7.9)	(10.7)
Never	6.6	7.9	6.5	4.9	9.6	2.2	7.6	4.1	7.8	6.5	4.6	10.5
	(1.8)	(2.9)	(3.1)	(3.2)	(2.8)	(1.7)	(2.9)	(2.6)	(3.4)	(2.1)	(3.5)	(6.8)
Number of respondents	409	187	136	86	247	162	152	129	128	265	84	60
Average overall home-care independence score:*												
4 to 8	20.6	20.2	19.3	23.0	27.2	11.4	26.0	12.7	17.4	21.0	15.3	25.3
	(3.0)	(4.4)	(4.9)	(6.3)	(4.2)	(3.7)	(4.7)	(4.3)	(4.9)	(3.5)	(6.0)	(9.6)
9 to 12	53.4	52.0	51.2	58.0	52.8	54.3	53.5	56.0	48.1	54.6	53.3	41.7
	(3.6)	(5.4)	(6.3)	(7.4)	(4.7)	(5.8)	(5.4)	(6.4)	(6.4)	(4.2)	(8.4)	(10.9)
13 to 15	17.9	21.5	17.9	13.3	14.5	22.8	11.3	25.3	26.4	16.3	21.4	28.4
	(2.8)	(4.5)	(4.8)	(5.1)	(3.3)	(4.9)	(3.4)	(5.6)	(5.6)	(3.1)	(6.9)	(10.0)
16	8.1	6.4	11.6	5.7	5.6	11.6	9.2	6.0	8.1	8.1	10.0	4.6
	(2.0)	(2.7)	(4.0)	(3.5)	(2.1)	(3.7)	(3.1)	(3.1)	(3.5)	(2.3)	(5.0)	(4.7)
Number of respondents	409	187	136	86	247	162	152	129	128	265	84	60

* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Home-Care Independence	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage straightening up own living area:									
Always	54.0	43.7	43.3	55.4	44.4	46.7	48.6	44.0	51.6
	(7.2)	(6.4)	(5.6)	(6.6)	(5.0)	(10.0)	(5.7)	(6.7)	(6.7)
Usually	11.3	13.7	20.5	10.7	17.2	13.9	14.1	10.9	19.1
	(4.5)	(4.5)	(4.5)	(4.1)	(3.8)	(6.9)	(4.0)	(4.2)	(5.2)
Sometimes	25.4	35.8	32.1	27.8	30.0	39.3	32.5	35.9	22.2
	(6.3)	(6.2)	(5.2)	(5.9)	(4.6)	(9.8)	(5.3)	(6.5)	(5.6)
Never	9.3	6.8	4.0	6.0	8.5	0.0	4.8	9.2	7.1
	(4.2)	(3.3)	(2.2)	(3.2)	(2.8)	(0.0)	(2.4)	(3.9)	(3.4)
Number of respondents	98	121	165	123	217	52	163	120	122
Average overall home-care independence score:*									
4 to 8	19.7	29.9	11.9	17.1	21.9	19.8	20.1	28.8	12.0
	(5.7)	(5.9)	(3.6)	(5.0)	(4.1)	(8.0)	(4.6)	(6.1)	(4.3)
9 to 12	52.0	53.3	57.6	50.8	54.8	59.3	56.7	53.3	47.5
	(7.2)	(6.5)	(5.6)	(6.6)	(5.0)	(9.8)	(5.7)	(6.7)	(6.7)
13 to 15	15.9	13.0	24.5	21.4	17.2	10.2	13.9	12.3	31.5
	(5.2)	(4.4)	(4.8)	(5.4)	(3.8)	(6.1)	(3.9)	(4.4)	(6.2)
16	12.4	3.8	6.1	10.7	6.2	10.7	9.3	5.6	9.0
	(4.7)	(2.5)	(2.7)	(4.1)	(2.4)	(6.2)	(3.3)	(3.1)	(3.8)
Number of respondents	98	121	165	123	217	52	163	120	122

* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 40A: FINANCIAL INDEPENDENCE OF YOUTH WITH SPEECH IMPAIRMENTS

Financial Independence	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of in-school youth receiving allowance or other money they control	76.1	78.7	81.1	70.4	77.6	74.1	78.0	73.7	67.0	76.1	---	---
	(3.8)	(6.1)	(5.8)	(7.9)	(4.8)	(6.0)	(4.4)	(6.6)	(12.0)	(3.5)		
Number of respondents	280	103	92	64	163	117	152	94	34	280	0	0
Percentage of out-of-school youth who had:												
Savings account	49.2	39.7	73.7	37.6	43.1	59.1	---	48.8	49.3	---	50.1	47.9
	(6.8)	(10.7)	(11.5)	(13.7)	(8.6)	(10.6)		(13.3)	(7.9)		(9.4)	(10.7)
Checking account	7.6	4.7	7.2	9.9	6.7	9.1	---	8.4	7.3	---	5.4	10.6
	(3.6)	(4.6)	(6.8)	(8.5)	(4.4)	(6.2)		(7.4)	(4.1)		(4.2)	(6.6)
Other investments	1.9	0.0	0.0	6.0	0.0	5.2	---	0.0	2.8	---	3.1	0.5
	(1.9)	(0.0)	(0.0)	(6.7)	(0.0)	(4.8)		(0.0)	(2.6)		(3.2)	(1.5)
Credit card in own name	14.4	6.0	29.1	13.1	13.3	16.1	---	9.1	16.5	---	6.2	24.4
	(4.7)	(5.1)	(11.7)	(9.4)	(5.8)	(7.8)		(7.6)	(5.7)		(4.5)	(9.0)
None of these	38.0	53.4	18.0	39.0	45.6	25.5	---	42.8	36.1	---	41.0	34.2
	(6.5)	(10.7)	(9.9)	(13.5)	(8.5)	(9.3)		(13.1)	(7.4)		(9.2)	(9.9)
Number of respondents	119	47	30	24	71	48	0	30	89	0	65	54
Percentage of out-of-school youth living independently who received financial support from family for living expenses	42.1	---	---	---	---	---	---	---	---	---	---	---
	(17.7)											
Number of respondents	17	5	3	5	9	8	0	5	12	0	6	11

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 408: FINANCIAL INDEPENDENCE OF YOUTH WITH SPEECH IMPAIRMENTS

Financial Independence	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of in-school youth receiving allowance or other money they control	67.4	76.1	87.8	82.8	77.9	59.4	66.8	81.5	86.0
	(7.8)	(6.7)	(4.7)	(6.2)	(5.1)	(11.0)	(6.5)	(6.3)	(6.0)
Number of respondents	74	84	102	82	147	42	112	85	76
Percentage of out-of-school youth who had:									
Savings account	4.3	39.1	79.3	19.3	56.1	---	18.4	55.9	77.0
	(6.7)	(13.3)	(7.3)	(11.7)	(8.5)		(9.1)	(13.5)	(8.9)
Checking account	0.0	8.8	12.7	0.0	11.5	---	0.0	16.5	10.7
	(0.0)	(7.7)	(6.0)	(0.0)	(5.5)		(0.0)	(10.1)	(6.6)
Other investments	0.0	0.0	0.4	0.0	2.9	---	4.4	1.0	0.0
	(0.0)	(0.0)	(1.2)	(0.0)	(2.9)		(4.8)	(2.7)	(0.0)
Credit card in own name	0.0	13.0	25.3	0.0	16.2	---	1.3	13.9	28.9
	(0.0)	(9.0)	(7.8)	(0.0)	(6.2)		(2.6)	(9.4)	(9.5)
None of these	86.9	42.6	7.5	80.7	28.1	---	71.0	18.1	12.1
	(10.6)	(13.2)	(4.7)	(11.7)	(7.5)		(10.2)	(10.5)	(6.9)
Number of respondents	19	28	65	25	75	12	39	30	50
Percentage of out-of-school youth living independently who received financial support from family for living expenses	---	---	---	---	---	---	---	---	---
Number of respondents	2	4	9	0	14	3	7	3	6

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH SPEECH IMPAIRMENTS

Social Experiences	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage getting together with friends:												
Less than once a week	11.8	13.5	7.8	7.9	8.7	16.3	9.6	14.4	13.8	11.1	8.2	22.5
	(2.3)	(3.9)	(3.4)	(3.9)	(2.5)	(4.1)	(3.1)	(4.3)	(4.2)	(2.6)	(4.5)	(7.7)
Once a week	12.8	13.5	12.4	14.7	12.0	13.9	14.4	12.1	9.6	12.8	15.6	9.4
	(2.3)	(3.9)	(4.1)	(5.1)	(2.9)	(3.9)	(3.8)	(4.0)	(3.5)	(2.8)	(5.9)	(5.4)
2 to 3 times a week	27.2	23.2	30.9	29.8	28.5	25.4	27.7	27.7	25.2	27.6	29.2	21.7
	(3.1)	(4.8)	(5.8)	(6.6)	(4.0)	(4.9)	(4.8)	(5.5)	(5.2)	(3.7)	(7.4)	(7.6)
4 to 5 times a week	15.7	17.4	16.4	12.8	17.5	13.1	14.5	13.4	22.8	14.0	25.3	16.2
	(2.5)	(4.3)	(4.6)	(4.8)	(3.4)	(3.8)	(3.8)	(4.2)	(5.0)	(2.9)	(7.1)	(6.8)
More than 5 times a week	32.4	32.5	32.4	34.7	33.2	31.2	33.8	32.4	28.7	34.5	21.8	30.1
	(3.3)	(5.4)	(5.9)	(6.8)	(4.2)	(5.2)	(5.0)	(5.8)	(5.4)	(4.0)	(6.7)	(8.4)
Number of respondents	454	171	132	96	272	182	155	141	158	278	95	81
Percentage belonging to:												
No school/community group	51.6	56.3	49.5	49.2	55.9	45.3	45.3	58.3	57.8	47.7	64.7	63.9
	(3.4)	(5.7)	(6.1)	(7.1)	(4.4)	(5.5)	(5.3)	(6.0)	(5.8)	(4.1)	(7.4)	(8.4)
Sports team	24.0	22.6	26.0	23.5	27.7	18.7	30.8	15.4	19.2	27.9	11.1	10.8
	(2.9)	(4.8)	(5.4)	(6.0)	(3.9)	(4.3)	(4.9)	(4.4)	(4.6)	(3.7)	(4.9)	(5.5)
Performing group	10.5	10.4	9.6	10.9	8.5	13.3	13.1	10.8	2.7	12.2	6.6	2.2
	(2.1)	(3.5)	(3.6)	(4.4)	(2.5)	(3.8)	(3.6)	(3.8)	(1.9)	(2.7)	(3.8)	(2.6)
Community/church group	21.2	21.8	21.0	23.0	15.8	29.1	23.5	19.2	18.3	22.5	15.8	18.5
	(2.8)	(4.8)	(5.0)	(6.0)	(3.2)	(5.0)	(4.5)	(4.8)	(4.5)	(3.5)	(5.6)	(6.8)
School subject club	1.5	2.5	1.0	0.0	1.1	2.0	1.9	1.7	0.0	1.7	1.0	0.5
	(0.8)	(1.8)	(1.2)	(0.0)	(0.9)	(1.6)	(1.4)	(1.6)	(0.0)	(1.1)	(1.6)	(1.3)
Fraternity/sorority or other social club	4.6	2.7	12.1	0.0	2.3	9.0	0.0	5.0	5.0	0.0	4.2	5.2
	(2.3)	(3.0)	(7.2)	(0.0)	(2.1)	(5.4)	(0.0)	(4.7)	(2.9)	(0.0)	(3.1)	(3.9)
Hobby club	3.0	3.5	2.1	1.7	2.4	3.6	3.8	1.6	0.0	3.0	0.0	0.0
	(1.5)	(2.7)	(2.1)	(2.2)	(1.8)	(2.6)	(2.1)	(1.9)	(0.0)	(1.4)	(0.0)	(0.0)
Student government	2.1	3.5	1.3	1.0	1.6	2.9	3.2	1.6	0.0	2.8	0.0	0.0
	(1.0)	(2.1)	(1.4)	(1.4)	(1.1)	(1.9)	(1.9)	(1.6)	(0.0)	(1.4)	(0.0)	(0.0)
Volunteer service group	0.7	0.0	1.3	0.5	0.5	1.0	0.0	1.4	1.6	0.2	2.2	3.2
	(0.6)	(0.0)	(1.4)	(1.0)	(0.6)	(1.1)	(0.0)	(1.4)	(1.5)	(0.3)	(2.2)	(3.1)
Vocational club	1.3	2.3	0.1	0.0	0.4	2.6	2.0	0.8	0.2	1.7	0.0	0.0
	(0.8)	(1.7)	(0.4)	(0.0)	(0.5)	(1.8)	(1.5)	(1.1)	(0.5)	(1.1)	(0.0)	(0.0)
Other	2.1	0.7	0.6	3.5	2.1	2.2	1.0	2.8	4.1	1.2	7.1	2.7
	(1.0)	(1.0)	(0.9)	(2.6)	(1.3)	(1.6)	(1.1)	(2.0)	(2.3)	(0.9)	(4.0)	(2.9)
Number of respondents	461	171	137	96	277	184	157	142	162	283	96	82

Source: Parent interviews.

Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH SPEECH IMPAIRMENTS

Social Experiences	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage getting together with friends:									
Less than once a week	15.6	9.4	6.8	10.0	10.4	15.1	13.7	10.9	8.3
	(4.9)	(3.6)	(2.8)	(3.9)	(2.9)	(6.7)	(3.7)	(4.1)	(3.6)
Once a week	10.4	16.0	13.5	7.9	15.9	10.0	11.0	15.6	14.3
	(4.1)	(4.6)	(3.7)	(3.5)	(3.5)	(5.6)	(3.4)	(4.8)	(4.5)
2 to 3 times a week	25.4	25.2	32.1	22.2	26.7	37.6	30.9	24.2	25.0
	(5.9)	(5.4)	(5.1)	(5.4)	(4.2)	(9.1)	(5.0)	(5.6)	(5.6)
4 to 5 times a week	18.5	13.3	13.9	18.3	16.9	10.5	11.6	20.2	16.9
	(5.2)	(4.2)	(3.8)	(5.0)	(3.6)	(5.8)	(3.5)	(5.3)	(4.9)
More than 5 times a week	30.1	36.0	33.7	41.5	30.0	26.8	32.8	29.1	35.5
	(6.2)	(6.0)	(5.2)	(6.3)	(4.4)	(8.3)	(5.1)	(6.0)	(6.2)
Number of respondents	113	134	176	134	242	59	184	128	133
Percentage belonging to:									
No school/community group	58.1	54.9	34.4	46.2	49.2	69.0	65.1	46.3	28.2
	(6.6)	(6.2)	(5.2)	(6.3)	(4.7)	(8.7)	(5.1)	(6.6)	(5.8)
Sports team	23.0	20.5	33.2	25.5	23.5	25.1	16.7	29.3	34.2
	(5.6)	(5.0)	(5.2)	(5.5)	(4.0)	(8.2)	(4.0)	(6.0)	(6.2)
Performing group	8.4	10.4	13.0	15.1	11.2	1.7	8.0	8.9	17.8
	(3.7)	(3.8)	(3.7)	(4.5)	(3.0)	(2.5)	(2.9)	(3.8)	(5.0)
Community/church group	16.9	20.0	29.4	24.4	23.1	8.3	14.1	22.4	35.1
	(5.0)	(5.0)	(5.0)	(5.4)	(4.0)	(5.2)	(3.7)	(5.5)	(6.2)
School subject club	1.5	0.0	3.6	1.8	1.8	0.0	0.8	2.4	1.8
	(1.6)	(0.0)	(2.0)	(1.7)	(1.3)	(0.0)	(1.0)	(2.0)	(1.7)
Fraternity/sorority or other social club	0.0	4.2	10.2	1.8	7.4	0.0	1.0	2.8	13.3
	(0.0)	(4.1)	(5.2)	(2.6)	(4.0)	(0.0)	(1.6)	(3.9)	(6.8)
Hobby club	3.5	1.1	5.4	5.3	2.7	0.0	1.6	2.7	6.0
	(3.0)	(1.6)	(3.3)	(3.7)	(2.0)	(0.0)	(1.8)	(2.6)	(4.1)
Student government	2.1	1.7	3.3	3.5	2.2	0.0	0.0	2.9	5.3
	(1.9)	(1.6)	(2.0)	(2.3)	(1.4)	(0.0)	(0.0)	(2.2)	(2.9)
Volunteer service group	0.5	0.5	1.4	0.5	0.8	0.0	0.3	0.5	1.6
	(0.9)	(0.9)	(1.3)	(0.9)	(0.9)	(0.0)	(0.6)	(1.0)	(1.7)
Vocational club	1.6	0.0	2.3	1.9	1.2	0.7	1.5	0.4	2.0
	(1.7)	(0.0)	(1.7)	(1.7)	(1.0)	(1.6)	(1.3)	(0.9)	(1.8)
Other	0.6	3.5	2.7	2.2	2.7	0.0	1.5	1.7	4.1
	(1.0)	(2.3)	(1.8)	(1.8)	(1.5)	(0.0)	(1.3)	(1.7)	(2.6)
Number of respondents	115	135	177	136	246	59	188	128	135

Source: Parent interviews

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Social Experiences	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage ever arrested	7.1	7.5	4.9	7.9	9.6	3.6	5.9	6.2	11.9	5.3	13.1	13.2
	(1.8)	(3.0)	(2.6)	(3.8)	(2.6)	(2.0)	(2.5)	(2.9)	(3.8)	(1.9)	(5.1)	(5.9)
Number of respondents	463	172	137	96	277	186	156	143	164	281	99	83
Percentage of out-of-school youth who were:*												
Single, never married	92.7	93.3	93.3	96.4	97.2	85.5	---	93.6	92.4	---	97.1	87.5
	(3.4)	(5.4)	(6.4)	(5.2)	(2.9)	(7.2)		(6.7)	(4.0)		(3.1)	(6.3)
Engaged	2.7	1.6	0.0	3.6	1.9	4.1	---	0.0	3.8	---	1.0	4.9
	(2.2)	(2.8)	(0.0)	(5.2)	(2.4)	(4.1)		(0.0)	(2.9)		(1.8)	(4.1)
Married	4.2	4.9	5.8	0.0	0.9	9.6	---	6.4	3.3	---	2.0	7.0
	(2.7)	(4.7)	(6.0)	(0.0)	(1.6)	(6.0)		(6.7)	(2.7)		(2.5)	(4.9)
Divorced/separated	0.3	0.2	0.9	0.0	0.0	0.8	---	0.0	0.4	---	0.0	0.7
	(0.7)	(0.9)	(2.4)	(0.0)	(0.0)	(1.8)		(0.0)	(1.0)		(0.0)	(1.6)
Number of respondents	126	50	31	25	75	51	0	31	95	0	67	59

* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Social Experiences	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever arrested	7.6	10.1	4.4	10.9	4.3	12.0	10.6	4.1	4.8
	(3.5)	(3.7)	(2.2)	(3.9)	(1.9)	(6.1)	(3.3)	(2.6)	(2.8)
Number of respondents	115	135	178	137	247	59	189	129	135
Percentage of out-of-school youth who were:*									
Single, never married	90.4	94.6	94.3	99.7	90.9	---	90.4	94.0	95.2
	(9.3)	(6.0)	(4.1)	(1.6)	(4.8)		(6.9)	(6.4)	(4.1)
Engaged	0.0	5.4	3.7	0.0	4.1	---	0.0	6.0	4.2
	(0.0)	(6.0)	(3.3)	(0.0)	(3.3)		(0.0)	(6.4)	(3.8)
Married	9.6	0.0	1.3	0.0	4.7	---	9.4	0.0	0.0
	(9.3)	(0.0)	(2.0)	(0.0)	(3.5)		(6.8)	(0.0)	(0.0)
Divorced/separated	0.0	0.0	0.7	0.3	0.4	---	0.1	0.0	0.6
	(0.0)	(0.0)	(1.5)	(1.6)	(1.0)		(0.9)	(0.0)	(1.5)
Number of respondents	21	29	66	25	81	13	43	30	51

* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 42A: POSTSECONDARY EDUCATION OF YOUTH WITH SPEECH IMPAIRMENTS

Postsecondary Education	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage taking any post-secondary education course in the past year	26.4	26.9	35.9	15.9	27.1	25.0	---	23.5	27.0	---	24.7	29.0
	(4.8)	(8.0)	(10.2)	(9.0)	(6.0)	(7.9)		(8.9)	(5.7)		(6.6)	(7.8)
Number of respondents	184	70	45	32	117	67	4	48	132	0	99	84
Percentage taking in past year:												
Postsecondary vocational courses	10.9	10.0	13.4	10.0	12.9	6.5	---	10.0	7.7	---	13.9	7.0
	(3.5)	(5.6)	(7.7)	(7.5)	(4.7)	(4.7)		(6.9)	(3.5)		(5.5)	(4.6)
2-year college courses	15.2	18.6	23.0	4.3	11.2	24.3	---	15.1	16.3	---	12.3	19.3
	(4.1)	(7.3)	(9.5)	(5.0)	(4.4)	(8.2)		(8.2)	(4.9)		(5.2)	(7.0)
4-year college courses	4.7	0.4	10.4	1.8	5.1	4.1	---	4.7	5.3	---	2.2	8.3
	(2.3)	(1.1)	(6.5)	(3.3)	(3.0)	(3.6)		(4.4)	(2.9)		(2.2)	(4.8)
Number of respondents	169	65	40	31	109	60	3	40	126	0	90	78
Average number courses taken in the past year by students in a:												
Postsecondary vocational program	4.0	---	---	---	---	---	---	---	---	---	---	---
	(1.0)											
Number of respondents	16	7	3	4	12	4	2	4	10	0	12	4
2-year college	4.9	---	---	---	---	---	---	---	6.0	---	---	---
	(0.9)								(0.9)			
Number of respondents	22	9	7	1	9	13	0	3	19	0	8	14
4-year college	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	9	1	5	1	6	3	0	3	6	0	3	6
Percentage taking courses in the past year who earned a:												
Postsecondary vocational degree/license	41.3	---	---	---	---	---	---	---	---	---	---	---
	(17.6)											
2-year college degree/license	24.2	---	---	---	---	---	---	---	---	---	---	---
	(13.8)											
Number of respondents	17	7	3	1	9	5	2	3	11	0	8	4
Percentage with postsecondary grade point average:												
3.25 to 4.0	19.4	---	---	---	16.6	26.8	---	---	16.7	---	15.8	24.2
	(8.8)				(10.3)	(15.8)			(9.5)		(11.9)	(12.5)
2.75 to 3.24	16.8	---	---	---	15.0	21.5	---	---	21.7	---	9.7	26.1
	(8.4)				(9.9)	(14.6)			(10.5)		(9.7)	(12.8)
2.25 to 2.74	25.5	---	---	---	25.9	24.4	---	---	32.1	---	22.5	29.4
	(9.7)				(12.2)	(15.3)			(11.9)		(13.7)	(13.2)
1.75 to 2.24	13.8	---	---	---	13.2	15.6	---	---	9.6	---	16.8	10.0
	(7.7)				(9.4)	(12.9)			(7.5)		(12.2)	(8.7)
1.74 or lower	24.5	---	---	---	29.3	11.6	---	---	19.9	---	35.2	10.3
	(9.6)				(12.7)	(11.4)			(10.1)		(15.6)	(8.8)
Number of respondents	44	13	14	7	28	16	2	12	30	0	22	22

Source: Parent interviews.

Table 42B: POSTSECONDARY EDUCATION OF YOUTH WITH SPEECH IMPAIRMENTS

Postsecondary Education	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking any post-secondary education course in the past year	22.0	20.4	42.8	20.5	30.4	11.6	18.9	27.0	46.1
	(9.4)	(8.2)	(8.3)	(8.1)	(6.8)	(11.3)	(6.5)	(10.2)	(9.8)
Number of respondents	40	50	75	55	99	17	77	42	58
Percentage taking in past year:									
Postsecondary vocational courses	16.4	12.1	6.9	15.4	9.2	---	11.2	25.4	3.3
	(8.7)	(7.1)	(4.3)	(7.6)	(4.4)		(5.6)	(10.4)	(3.6)
2-year college courses	9.5	8.8	29.4	7.2	18.4	---	10.1	3.3	33.8
	(6.9)	(6.1)	(7.7)	(5.4)	(5.9)		(5.3)	(4.2)	(9.4)
4-year college courses	0.0	4.2	9.5	0.0	7.2	---	1.1	2.5	13.9
	(0.0)	(4.2)	(4.9)	(0.0)	(3.9)		(1.8)	(3.6)	(6.8)
Number of respondents	37	44	74	50	94	13	69	39	56
Average number courses taken in the past year by students in a:									
Postsecondary vocational program	---	---	---	---	---	---	---	---	---
Number of respondents	5	3	7	6	9	1	7	7	2
2-year college	---	---	6.0	---	---	---	---	---	5.9
			(1.1)						(1.1)
Number of respondents	2	3	16	4	14	0	4	3	15
4-year college	---	---	---	---	---	---	---	---	---
Number of respondents	0	2	6	0	8	0	2	0	7
Percentage taking courses in the past year who earned a:									
Postsecondary vocational degree/license	---	---	---	---	---	---	---	---	---
2-year college degree/license	---	---	---	---	---	---	---	---	---
Number of respondents	2	2	7	4	9	1	4	2	3
Percentage with postsecondary grade point average:									
3.25 to 4.0	---	---	20.1	---	20.7	---	---	---	25.2
			(11.4)		(11.8)				(12.4)
2.75 to 3.24	---	---	21.9	---	19.9	---	---	---	13.6
			(11.7)		(11.7)				(9.8)
2.25 to 2.74	---	---	25.4	---	26.2	---	---	---	29.5
			(12.3)		(12.8)				(13.1)
1.75 to 2.24	---	---	13.3	---	2.2	---	---	---	17.2
			(9.6)		(4.3)				(10.8)
1.74 or lower	---	---	19.4	---	30.9	---	---	---	14.4
			(11.2)		(13.5)				(10.1)
Number of respondents	7	8	25	11	26	1	12	10	22

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH SPEECH IMPAIRMENTS

Employment Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of youth working for pay in past year	52.7	55.7	55.0	51.7	59.1	43.5	35.9	69.3	71.0	46.4	77.4	68.9
	(3.4)	(5.6)	(6.0)	(6.9)	(4.2)	(5.4)	(5.0)	(5.5)	(5.2)	(4.1)	(6.3)	(8.0)
Number of respondents	478	176	143	101	288	190	161	150	167	293	101	84
Percentage of youth who currently had:												
No employment	49.7	46.4	45.1	54.0	44.9	56.7	60.8	39.8	35.9	52.4	39.8	42.6
	(3.4)	(5.7)	(6.1)	(7.1)	(4.4)	(5.5)	(5.2)	(6.0)	(5.6)	(4.1)	(7.7)	(8.8)
Volunteer work only	10.3	12.1	10.6	7.7	8.6	12.7	11.2	11.6	5.7	12.2	4.0	4.0
	(2.1)	(3.7)	(3.8)	(3.8)	(2.5)	(3.7)	(3.3)	(3.9)	(2.7)	(2.7)	(3.1)	(3.5)
Workstudy only	4.6	7.0	6.9	1.3	4.9	4.2	2.5	7.4	5.8	5.4	3.8	0.0
	(1.4)	(2.9)	(3.1)	(1.6)	(1.9)	(2.2)	(1.7)	(3.2)	(2.7)	(1.9)	(3.0)	(0.0)
Sheltered work only	1.6	2.2	1.8	0.0	2.6	0.2	0.0	0.6	7.4	0.4	6.7	3.3
	(0.9)	(1.7)	(1.6)	(0.0)	(1.4)	(0.4)	(0.0)	(0.9)	(3.1)	(0.5)	(3.9)	(3.2)
Part time competitive work	25.4	23.8	28.9	27.8	27.0	23.1	22.7	30.0	25.4	24.6	33.3	21.2
	(3.0)	(4.8)	(5.6)	(6.4)	(3.9)	(4.6)	(4.4)	(5.6)	(5.1)	(3.6)	(7.4)	(7.3)
Full time competitive work	8.3	8.5	6.7	9.2	11.9	3.2	2.7	10.6	19.8	4.9	12.4	28.8
	(1.9)	(3.2)	(3.1)	(4.1)	(2.9)	(1.9)	(1.7)	(3.8)	(4.6)	(1.8)	(5.2)	(8.1)
Number of respondents	469	175	138	97	282	187	157	145	167	283	100	86
Percentage of employed youth with:												
1 paid job	83.9	88.5	74.0	86.9	86.7	77.9	81.9	81.2	90.2	81.4	90.9	85.6
	(4.0)	(6.1)	(8.3)	(7.2)	(4.5)	(8.0)	(7.7)	(7.1)	(5.2)	(5.6)	(6.4)	(7.5)
2 or more paid jobs	16.1	11.5	26.0	13.1	13.3	22.1	18.1	18.8	9.8	18.6	9.1	14.4
	(4.0)	(6.1)	(8.3)	(7.2)	(4.5)	(8.0)	(7.7)	(7.1)	(5.2)	(5.6)	(6.4)	(7.5)
Number of respondents	192	66	62	43	133	59	44	67	81	93	53	46
Percentage with paid job earning an hourly rate of:												
< $3.00	21.0	25.0	22.2	14.8	19.3	24.6	26.0	19.8	16.6	24.4	15.4	13.9
	(4.8)	(8.8)	(8.3)	(8.1)	(5.6)	(8.9)	(9.6)	(7.8)	(7.0)	(6.7)	(8.8)	(8.0)
$3.00 to $3.99	48.0	53.3	37.9	56.1	48.0	48.1	51.1	48.4	43.7	52.0	46.0	34.2
	(5.9)	(10.1)	(9.7)	(11.3)	(7.1)	(10.3)	(11.0)	(9.7)	(9.3)	(7.8)	(12.1)	(11.0)
$4.00 to $4.99	15.1	8.4	19.6	15.2	15.4	14.5	6.7	25.3	12.6	12.6	24.6	13.9
	(4.2)	(5.6)	(8.0)	(8.2)	(5.2)	(7.3)	(5.5)	(8.5)	(6.2)	(5.2)	(10.5)	(8.0)
$5.00 or more	15.8	13.3	20.3	13.8	17.3	12.8	16.2	6.5	27.1	11.0	14.1	38.0
	(4.3)	(6.9)	(8.1)	(7.9)	(5.4)	(6.9)	(8.1)	(4.8)	(8.4)	(4.9)	(8.4)	(11.2)
Number of respondents	165	57	57	38	112	53	36	58	71	79	46	40
Average wage of employed youth	3.40	3.30	3.60	3.40	3.50	3.40	3.20	3.40	3.80	3.30	3.50	4.10
	(0.20)	(0.30)	(0.30)	(0.30)	(0.20)	(0.30)	(0.30)	(0.20)	(0.30)	(0.20)	(0.30)	(0.40)
Number of respondents	165	57	57	38	112	53	36	58	71	79	46	40

Source: Parent interviews.

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH SPEECH IMPAIRMENTS

Employment Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth working for pay in past year	41.8	49.2	66.5	39.5	60.2	45.4	42.0	54.7	60.3
	(6.6)	(6.2)	(5.2)	(6.2)	(4.6)	(9.3)	(5.3)	(6.5)	(6.3)
Number of respondents	116	135	178	137	253	60	189	130	135
Percentage of youth who currently had:									
No employment	58.0	54.4	29.0	52.5	43.8	64.6	62.8	40.2	37.4
	(6.6)	(6.2)	(5.0)	(6.3)	(4.7)	(8.9)	(5.1)	(6.4)	(6.2)
Volunteer work only	5.8	10.9	17.4	15.0	7.9	8.8	6.1	10.2	19.3
	(3.1)	(3.9)	(4.1)	(4.5)	(2.5)	(5.3)	(2.5)	(4.0)	(5.1)
Workstudy only	6.4	3.6	4.1	5.5	4.8	3.5	3.2	9.5	2.2
	(3.3)	(2.3)	(2.2)	(2.9)	(2.0)	(3.5)	(1.9)	(3.8)	(1.9)
Sheltered work only	1.5	0.5	0.6	0.2	2.8	0.0	1.7	0.2	0.3
	(1.6)	(0.9)	(0.8)	(0.6)	(1.6)	(0.0)	(1.4)	(0.6)	(0.7)
Part time competitive work	22.1	24.4	34.1	20.0	31.2	16.2	19.4	28.8	31.7
	(5.5)	(5.3)	(5.2)	(5.1)	(4.4)	(6.9)	(4.2)	(5.9)	(6.0)
Full time competitive work	6.2	6.2	14.7	6.6	9.5	6.8	6.9	11.1	9.1
	(3.2)	(3.0)	(3.9)	(3.2)	(2.8)	(4.7)	(2.7)	(4.1)	(3.7)
Number of respondents	116	135	178	138	250	60	189	130	135
Percentage of employed youth with:									
1 paid job	94.6	87.5	75.2	94.7	78.9	93.0	92.1	79.5	80.3
	(5.3)	(7.1)	(6.6)	(5.3)	(5.5)	(9.3)	(5.1)	(8.2)	(7.4)
2 or more paid jobs	5.4	12.5	24.8	5.3	21.1	7.0	7.9	20.5	19.7
	(5.3)	(7.1)	(6.6)	(5.3)	(5.5)	(9.3)	(5.1)	(8.2)	(7.4)
Number of respondents	38	46	94	42	126	15	60	57	66
Percentage with paid job earning an hourly rate of:									
< $3.00	21.2	13.4	17.9	5.4	24.3	---	12.9	28.5	12.9
	(10.1)	(8.1)	(6.2)	(5.9)	(6.4)		(7.0)	(9.9)	(6.5)
$3.00 to $3.99	66.1	53.7	35.4	72.5	40.4	---	58.2	54.3	34.3
	(11.7)	(11.8)	(7.7)	(11.6)	(7.3)		(10.2)	(10.9)	(9.3)
$4.00 to $4.99	11.1	15.1	20.5	17.2	17.5	---	14.7	11.2	22.5
	(7.8)	(8.5)	(6.5)	(9.8)	(5.6)		(7.3)	(6.9)	(8.1)
$5.00 or more	1.6	17.8	26.2	4.9	17.8	---	14.1	6.0	30.3
	(3.1)	(9.1)	(7.1)	(5.6)	(5.7)		(7.2)	(5.2)	(9.0)
Number of respondents	33	39	84	36	104	14	51	47	60
Average wage of employed youth	3.10	3.70	3.80	3.50	3.40	---	3.60	3.00	4.10
	(0.20)	(0.30)	(0.30)	(0.20)	(0.20)		(0.30)	(0.30)	(0.30)
Number of respondents	33	39	84	36	104	14	51	47	60

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH SPEECH IMPAIRMENTS (Continued)

Employment Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of employed youth working at:												
Lawn work or odd jobs	13.7	8.9	19.0	16.0	17.9	4.5	21.5	9.8	8.6	16.9	9.6	5.6
	(3.7)	(5.4)	(7.1)	(7.8)	(4.9)	(4.1)	(8.3)	(5.3)	(4.7)	(5.5)	(6.2)	(5.4)
Waiter/waitress, busboy, cook	19.1	21.3	28.6	8.2	14.8	28.6	13.4	27.5	15.6	18.8	22.9	15.5
	(4.2)	(7.8)	(8.2)	(5.9)	(4.6)	(8.8)	(6.9)	(8.0)	(6.1)	(5.7)	(8.8)	(8.5)
Babysitting/child care	8.3	5.1	11.2	6.5	0.8	25.0	11.2	6.3	7.2	9.8	1.4	11.5
	(3.0)	(4.2)	(5.7)	(5.3)	(1.1)	(8.5)	(6.4)	(4.3)	(4.3)	(4.3)	(2.4)	(7.5)
Farm/agricultural work	6.0	0.0	5.4	11.7	8.7	0.0	8.1	5.5	4.0	8.8	0.0	1.9
	(2.6)	(0.0)	(4.1)	(6.9)	(3.6)	(0.0)	(5.5)	(4.1)	(3.3)	(4.1)	(0.0)	(3.2)
Factory work	3.8	8.2	3.6	0.0	5.4	0.3	0.0	1.3	12.1	0.5	11.9	7.3
	(2.1)	(5.2)	(3.4)	(0.0)	(2.9)	(1.1)	(0.0)	(2.0)	(5.5)	(1.0)	(6.8)	(6.1)
Skilled trade	8.3	7.2	3.5	15.7	10.0	4.7	6.2	5.0	15.4	4.8	17.5	11.1
	(3.0)	(4.9)	(3.4)	(7.8)	(3.8)	(4.1)	(4.9)	(3.9)	(6.0)	(3.1)	(8.0)	(7.4)
Other manual labor	28.1	27.6	28.0	31.1	34.4	14.2	36.4	27.2	18.2	29.9	32.9	13.9
	(4.8)	(8.5)	(8.2)	(9.9)	(6.1)	(6.8)	(9.7)	(8.0)	(6.5)	(6.7)	(9.9)	(8.1)
Sales, store clerk, cashier	5.9	6.7	5.7	4.9	2.4	13.6	3.2	9.9	4.2	7.4	3.2	2.9
	(2.5)	(4.7)	(4.2)	(4.6)	(2.0)	(6.7)	(3.6)	(5.3)	(3.4)	(3.8)	(3.7)	(4.0)
Office/clerical work	8.1	4.6	9.1	5.1	2.3	21.2	3.2	12.4	9.1	7.2	4.2	17.8
	(2.9)	(4.0)	(5.2)	(4.7)	(1.9)	(8.0)	(3.6)	(5.9)	(4.8)	(3.8)	(4.2)	(9.0)
Hospital work/health care	0.3	1.0	0.0	0.0	0.4	0.0	0.0	0.0	1.1	0.0	0.0	2.1
	(0.6)	(1.9)	(0.0)	(0.0)	(0.9)	(0.0)	(0.0)	(0.0)	(1.8)	(0.0)	(0.0)	(3.4)
Other	12.9	20.4	10.8	10.5	16.3	5.4	14.2	12.9	11.1	14.4	2.4	20.6
	(3.6)	(7.6)	(5.6)	(6.6)	(4.7)	(4.4)	(7.1)	(6.0)	(5.3)	(5.1)	(3.2)	(9.5)
Number of respondents	188	63	62	42	130	58	43	66	79	91	52	45
Of youth working for pay, percentage working:												
< 10 hours/week	20.2	25.5	16.7	15.8	20.2	20.0	30.1	14.4	16.5	25.7	18.6	0.7
	(4.6)	(8.8)	(7.4)	(8.3)	(5.6)	(8.2)	(10.1)	(6.7)	(6.8)	(6.8)	(9.1)	(1.8)
10 to 21 hours/week	27.8	25.9	34.1	27.2	24.0	36.7	35.0	26.9	20.8	29.7	30.2	17.6
	(5.2)	(8.8)	(9.5)	(10.2)	(5.9)	(9.9)	(10.5)	(8.4)	(7.4)	(7.1)	(10.7)	(8.3)
22 to 34 hours/week	24.0	22.7	25.5	27.1	21.6	29.6	21.7	30.5	18.2	25.4	22.0	21.1
	(4.9)	(8.4)	(8.7)	(10.2)	(5.7)	(9.4)	(9.1)	(8.7)	(7.1)	(6.8)	(9.7)	(8.9)
35 hours/week or more	28.0	25.9	23.8	30.0	34.2	13.6	13.2	28.3	44.5	19.1	29.2	60.6
	(5.2)	(8.8)	(8.5)	(10.5)	(6.6)	(7.1)	(7.4)	(8.5)	(9.1)	(6.1)	(10.6)	(10.7)
Number of respondents	173	60	57	38	120	53	36	63	74	80	49	44
Average hours per week worked by paid workers	23.8	22.2	23.2	25.3	25.0	20.9	17.8	25.1	28.8	20.7	23.6	35.6
	(1.6)	(2.7)	(2.4)	(3.2)	(2.0)	(2.3)	(2.7)	(2.3)	(2.6)	(2.1)	(2.8)	(2.8)
Number of respondents	173	60	57	38	120	53	36	63	74	80	49	44

Source: Parent interviews.

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH SPEECH IMPAIRMENTS (Continued)

Employment Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of employed youth working at:									
Lawn work or odd jobs	7.6	9.9	17.2	7.3	16.5	14.0	14.8	12.5	11.3
	(6.1)	(6.6)	(5.7)	(6.1)	(4.9)	(13.0)	(6.7)	(6.6)	(6.0)
Waiter/waitress, busboy, cook	22.1	17.3	20.5	31.6	16.3	17.9	20.5	15.0	24.7
	(9.5)	(8.4)	(6.1)	(10.9)	(4.9)	(14.4)	(7.6)	(7.1)	(8.1)
Babysitting/child care	2.2	8.6	10.7	5.4	9.0	0.0	5.8	7.6	9.0
	(3.4)	(6.2)	(4.7)	(5.3)	(3.8)	(0.0)	(4.4)	(5.3)	(5.4)
Farm/agricultural work	2.8	5.5	10.1	0.0	9.2	0.0	7.6	11.0	0.0
	(3.8)	(5.1)	(4.5)	(0.0)	(3.8)	(0.0)	(5.0)	(6.2)	(0.0)
Factory work	2.3	3.1	1.1	1.5	5.3	0.0	3.9	1.3	0.4
	(3.5)	(3.9)	(1.6)	(2.8)	(3.0)	(0.0)	(3.7)	(2.3)	(1.1)
Skilled trade	6.2	8.7	9.5	9.1	8.1	10.8	13.2	4.3	7.4
	(5.6)	(6.3)	(4.4)	(6.7)	(3.6)	(11.6)	(6.4)	(4.0)	(5.0)
Other manual labor	38.2	35.0	16.4	36.0	22.5	45.1	31.9	32.9	17.7
	(11.2)	(10.6)	(5.6)	(11.2)	(5.6)	(18.6)	(8.8)	(9.4)	(7.2)
Sales, store clerk, cashier	1.5	1.2	11.0	2.1	7.4	0.0	2.7	5.9	9.6
	(2.8)	(2.5)	(4.7)	(3.3)	(3.5)	(0.0)	(3.1)	(4.7)	(5.6)
Office/clerical work	5.1	7.9	11.6	4.8	9.9	0.0	2.3	3.8	22.2
	(5.0)	(6.0)	(4.8)	(5.0)	(4.0)	(0.0)	(2.8)	(3.8)	(7.9)
Hospital work/health care	0.0	1.2	0.0	1.5	0.0	0.0	0.9	0.0	0.0
	(0.0)	(2.5)	(0.0)	(2.8)	(0.0)	(0.0)	(1.8)	(0.0)	(0.0)
Other	14.7	11.5	15.3	6.3	13.3	26.2	5.7	23.7	13.3
	(8.1)	(7.1)	(5.4)	(5.7)	(4.5)	(16.5)	(4.4)	(8.5)	(6.4)
Number of respondents	39	42	93	40	124	15	60	56	63
Of youth working for pay, percentage working:									
< 10 hours/week	23.7	16.3	17.8	22.9	23.2	---	11.7	23.3	22.6
	(10.2)	(8.6)	(6.0)	(10.7)	(6.0)		(6.5)	(9.0)	(7.9)
10 to 21 hours/week	18.3	34.7	28.8	16.8	27.6	---	21.3	21.5	36.4
	(9.2)	(11.1)	(7.1)	(9.5)	(6.4)		(8.3)	(8.7)	(9.1)
22 to 34 hours/week	32.3	23.0	21.5	31.9	22.2	---	34.1	23.3	17.6
	(11.2)	(9.9)	(6.5)	(11.9)	(5.9)		(9.6)	(9.0)	(7.2)
35 hours/week or more	25.8	26.0	31.9	28.4	27.0	---	32.9	31.9	23.4
	(10.4)	(10.3)	(7.4)	(11.5)	(6.3)		(9.5)	(9.9)	(8.0)
Number of respondents	36	40	88	37	114	14	53	52	63
Average hours per week worked by paid workers	24.2	23.2	24.9	24.5	23.4	---	27.0	24.6	21.6
	(3.5)	(3.1)	(2.1)	(3.4)	(2.0)		(2.7)	(3.1)	(2.5)
Number of respondents	36	40	88	37	114	14	53	52	63

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Employment Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of those currently working for pay, percentage working at current job:												
< 1 month	18.6	12.3	13.6	28.1	19.4	16.9	15.9	24.7	14.7	20.8	16.4	12.1
	(4.3)	(6.3)	(6.6)	(9.6)	(5.3)	(7.3)	(7.3)	(8.0)	(6.2)	(5.9)	(8.5)	(7.1)
1 to 3 months	26.1	27.5	29.3	22.1	24.5	29.7	22.8	28.2	28.0	26.7	28.4	20.5
	(4.8)	(8.5)	(8.7)	(8.9)	(5.7)	(8.9)	(8.4)	(8.3)	(7.9)	(6.4)	(10.3)	(8.8)
> 3 months to 6 months	16.7	11.7	22.8	15.1	15.4	19.5	14.5	14.7	22.3	14.2	17.0	27.2
	(4.1)	(6.2)	(8.0)	(7.7)	(4.8)	(7.7)	(7.0)	(6.6)	(7.3)	(5.1)	(8.6)	(9.7)
> 6 months	38.5	48.5	34.3	34.7	40.6	33.9	46.8	32.5	35.0	38.2	38.2	40.2
	(5.3)	(9.6)	(9.1)	(10.2)	(6.5)	(9.2)	(9.9)	(8.7)	(8.4)	(7.0)	(11.1)	(10.7)
Number of respondents	189	65	61	43	131	58	44	65	80	93	51	45
Of those ever employed for pay, percentage with longest time at a paid job:												
3 months or less	37.6	39.1	31.3	41.8	32.6	47.3	35.6	46.6	27.1	42.4	32.7	21.7
	(4.6)	(7.6)	(8.1)	(9.7)	(5.6)	(8.1)	(8.7)	(7.7)	(6.6)	(6.3)	(8.7)	(7.9)
> 3 months to 6 months	17.4	15.8	20.8	16.6	18.9	14.6	18.8	16.6	17.0	18.3	12.5	21.0
	(3.6)	(5.7)	(7.1)	(7.3)	(4.6)	(5.7)	(7.1)	(5.8)	(5.6)	(4.9)	(6.2)	(7.8)
> 6 months to 12 months	17.0	16.2	18.2	13.3	15.2	20.3	10.1	14.9	28.9	10.3	25.6	36.1
	(3.6)	(5.8)	(6.7)	(6.7)	(4.3)	(6.5)	(5.5)	(5.5)	(6.7)	(3.9)	(8.1)	(9.2)
> 12 months	28.0	28.9	29.7	28.4	33.3	17.8	35.6	21.9	26.9	29.0	29.2	21.2
	(4.3)	(7.1)	(7.9)	(8.8)	(5.6)	(6.2)	(8.7)	(6.4)	(6.6)	(5.8)	(8.5)	(7.9)
Number of respondents	253	94	75	54	167	86	54	90	109	123	73	57
Average months kept:												
Longest paid job	13.4	14.2	12.5	14.5	15.5	9.4	16.8	10.2	13.7	13.3	14.9	11.8
	(1.6)	(2.8)	(2.3)	(3.9)	(2.1)	(2.1)	(3.6)	(2.3)	(2.3)	(2.2)	(3.6)	(2.2)
Present paid job	12.1	15.7	8.9	13.5	14.4	7.1	17.5	8.6	9.5	13.3	10.8	8.7
	(1.9)	(3.6)	(2.3)	(4.4)	(2.6)	(1.6)	(4.3)	(2.5)	(2.3)	(2.7)	(4.0)	(2.2)
Number of respondents	189	65	61	43	131	58	44	65	80	93	51	45
Percentage of unemployed youth leaving last job by:												
Quitting	31.2	27.2	---	---	42.9	14.0	---	43.4	29.6	34.7	22.6	---
	(8.7)	(11.6)			(12.3)	(9.8)		(13.7)	(12.2)	(11.7)	(14.3)	
Being fired	16.6	5.0	---	---	17.0	16.1	---	11.9	0.3	16.1	19.8	---
	(7.0)	(5.7)			(9.4)	(10.4)		(8.9)	(1.4)	(9.0)	(13.6)	
Being laid off	5.8	5.4	---	---	3.4	9.5	---	8.8	8.0	6.0	0.0	---
	(4.4)	(5.9)			(4.5)	(8.3)		(7.8)	(7.2)	(5.8)	(0.0)	
Ending temporary work	46.4	62.3	---	---	36.8	60.4	---	36.0	62.1	43.2	57.5	---
	(9.3)	(12.6)			(12.0)	(13.8)		(13.2)	(13.0)	(12.1)	(16.9)	
Number of respondents	67	31	14	12	38	29	13	26	28	34	20	13
Percentage of employed youth fired in the past year	2.6	0.8	2.2	4.3	2.9	2.1	2.9	3.1	0.9	2.1	5.7	2.1
	(1.1)	(1.0)	(1.8)	(2.8)	(1.5)	(1.6)	(1.8)	(2.1)	(1.1)	(1.2)	(3.5)	(2.5)
Number of respondents	466	174	137	97	280	186	157	143	166	283	100	83

Source: Parent interviews.

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Employment Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of those currently working for pay, percentage working at current job:									
< 1 month	39.1	13.3	11.1	32.2	16.9	0.0	25.4	27.0	5.3
	(11.5)	(7.3)	(4.8)	(11.3)	(5.1)	(0.0)	(8.3)	(9.0)	(4.1)
1 to 3 months	18.7	25.9	29.3	15.0	27.0	45.3	21.0	28.1	29.6
	(9.1)	(9.5)	(7.0)	(8.7)	(6.0)	(18.0)	(7.8)	(9.1)	(8.5)
> 3 months to 6 months	19.3	22.8	10.9	18.3	17.0	16.6	18.6	13.6	17.4
	(9.3)	(9.1)	(4.8)	(9.4)	(5.1)	(13.5)	(7.4)	(6.9)	(7.0)
> 6 months	22.9	38.0	48.7	34.5	39.2	38.1	35.1	31.4	47.6
	(9.9)	(10.5)	(7.6)	(11.5)	(6.6)	(17.6)	(9.1)	(9.4)	(9.3)
Number of respondents	37	46	94	41	125	15	59	57	66
Of those ever employed for pay, percentage with longest time at a paid job:									
3 months or less	50.1	41.2	27.0	47.4	30.8	49.7	46.8	39.1	29.5
	(10.4)	(8.9)	(6.0)	(9.9)	(5.7)	(14.0)	(8.1)	(8.6)	(7.4)
> 3 months to 6 months	24.8	16.1	13.2	17.9	20.2	8.5	19.0	13.3	19.8
	(9.0)	(6.6)	(4.5)	(7.6)	(5.0)	(7.8)	(6.3)	(6.0)	(6.5)
> 6 months to 12 months	8.8	23.1	20.7	16.1	15.4	23.5	14.9	18.1	19.8
	(5.9)	(7.6)	(5.4)	(7.3)	(4.5)	(11.9)	(5.8)	(6.8)	(6.5)
> 12 months	16.3	19.5	39.1	18.5	33.6	18.3	19.3	29.5	30.8
	(7.7)	(7.1)	(6.6)	(7.7)	(5.8)	(10.8)	(6.4)	(8.1)	(7.5)
Number of respondents	47	69	121	60	154	26	83	76	87
Average months kept:									
Longest paid job	10.3	10.9	17.6	11.2	14.7	10.9	9.8	15.5	15.1
	(3.8)	(2.7)	(2.4)	(3.4)	(2.1)	(4.2)	(2.3)	(3.4)	(3.0)
Present paid job	10.1	10.6	14.5	11.0	12.5	13.0	11.1	11.0	14.6
	(4.6)	(3.4)	(2.7)	(4.4)	(2.3)	(6.5)	(3.2)	(3.6)	(3.6)
Number of respondents	37	46	94	41	125	15	59	57	66
Percentage of unemployed youth leaving last job by:									
Quitting	---	13.8	39.4	26.2	29.3	---	25.6	18.3	38.5
		(11.2)	(13.5)	(14.6)	(12.7)		(13.0)	(14.1)	(15.9)
Being fired	---	41.4	0.2	5.6	21.7	---	13.0	19.0	21.8
		(16.0)	(1.2)	(7.7)	(11.5)		(10.0)	(14.3)	(13.5)
Being laid off	---	12.3	0.2	5.9	0.0	---	5.3	3.4	9.1
		(10.7)	(1.2)	(7.9)	(0.0)		(6.7)	(6.6)	(9.4)
Ending temporary work	---	32.5	60.2	62.2	49.0	---	56.2	59.2	30.6
		(15.3)	(13.5)	(16.1)	(13.9)		(14.8)	(17.9)	(15.1)
Number of respondents	10	23	28	19	31	12	25	19	21
Percentage of employed youth fired in the past year	0.5	7.9	0.0	1.4	3.1	3.5	1.8	2.7	4.2
	(0.9)	(3.3)	(0.2)	(1.5)	(1.6)	(3.5)	(1.4)	(2.1)	(2.6)
Number of respondents	116	135	178	137	249	59	189	130	135

Source: Parent interviews.

Appendix A

APPENDIX A

This appendix provides additional information to aid the reader in interpreting data related to two kinds of variables presented in the almanacs: variables potentially subject to bias, and variables created by combining two sources of information. Variables in each of these categories, along with references to the tables in which they appear, are discussed below.

Variables Potentially Subject to Bias

Measured IQ (Table 4)

IQ scores were taken from students' school records for their most recent year in secondary school and recorded on the school record abstract form in response to the following item:

> "What overall test score or IQ score did the student receive on the test indicated in Question 12? If the IQ or overall test score is not given, indicate the mental age or grade equivalent score if provided.

IQ data were not available for all youth and the fraction of students for whom IQ scores were available varied considerably for youth in different disability categories. For example, IQ scores were present in school records for 86% of youth classified as mentally retarded and for 84% of those classified as learning disabled, but for only 47% of youth with other health impairments and 50% of youth with speech impairments. The relatively high rate of missing data for youth in some categories raised the question of whether available IQ scores were systematically biased downward. Were scores available more frequently for youth for whom normal IQ was questioned, i.e., those at the lower end of the normal intelligence scale? Perhaps IQ tests were not as routinely given for youth for whom there was little question of at least normal IQ.

To address this issue, the functional ability levels were compared for youth with and without IQ scores in each disability category. To the extent that functional ability correlates with measured intelligence ($r=.54$; $p<.001$), if the hypothesized bias were present, lower functional ability scores would be observed for youth with IQ scores and higher functional ability scores for youth without IQ data. Examination of the functional mental skills scale scores for the majority of youth--those classified as emotionally disturbed, hard of hearing, learning disabled, and visually impaired--revealed no significant differences between youth with and without IQ test scores, indicating an absence of bias for youth in those categories. However, youth classified as orthopedically impaired, other health impaired, and speech impaired with IQ data had

significantly lower functional mental skills scale scores than those for whom IQ data were not available ($p<.05$). Thus, there appears to be some downward bias in the IQ scores for youth in these categories. However, an opposite relationship of functional abilities and IQ was observed for youth in the deaf/blind, multiply handicapped, and mentally retarded categories. For these youth, functional abilities were significantly higher for those with IQ scores ($p<.001$). For these categories, an upward bias in IQ scores is apparent.

One possible explanation for the systematic differences is that some districts may have tested only those youth with orthopedic impairments, speech impairments, and other health impairments who were having explicit educational performance difficulties or for whom mental retardation was suspected. At the same time, it is likely that lower functioning youth classified as deaf/blind, multiply handicapped, or mentally retarded were not able to be tested accurately, while testing of higher functioning youth in these categories was important to ascertain their academic potential.

Differences in abilities only partially explain why scores were available only for some youth. In all disability categories, scores were available for some youth at all functional levels. The most likely explanation for this seemingly random component of the availability of IQ scores is variation in school and district practices in the extent to which IQ testing is conducted as part of special education assessment procedures.

Self-Care Skills (Table 5)

These questions were asked only of parents of youth who were classified as mentally retarded, visually impaired, deaf, orthopedically impaired, other health impaired, multiply handicapped, or deaf/blind. They were not asked of parents of youth who were classified as learning disabled, emotionally disturbed, speech impaired, or hard of hearing, with no other disabilities because such disabilities were assumed not to interfere in most cases with the performance of the basic self-care skills being investigated. Youth in these categories were assigned a value corresponding to "very well" for each item, which would sum to a score of 12 (high) on the corresponding scale. If the skills of youth in these categories were actually lower, the reported self-care skills scores would overestimate abilities.

Assistive Devices (Table 7)

Items related to assistive devices were not asked of parents of youth in all disability categories in an effort to reduce the burden of the interview and because some devices were assumed to be inappropriate to some kinds of disabilities. Items related to assistive devices for the hearing impaired (telecommunications devices, telephone

amplifier, hearing aid, closed captioned TV, other hearing assistance) were asked only of parents of youth who were reported as deaf, hard of hearing, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to mobility (wheel chair, crutches, cane, walker, changes to the car, prosthetics, orthotics, computer designed to aid mobility, other devices to aid mobility) were asked only of parents of youth who were reported as orthopedically impaired, other health impaired, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to vision (seeing eye dog, Braille or large print readers, opticon/optical scanner, computers to aid vision, other vision assistance) were asked only of parents of youth reported as visually impaired, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Youth whose parents were not asked directly about assistive devices were coded as not using the devices, assuming they were inappropriate to the disabilities of the youth. If some youth actually used the devices, but parents were not asked the items, the data reported would underestimate use of assistive devices.

Receipt of Physical Therapy/Mobility Training (Tables 28, 34)

Items related to receipt of physical therapy or mobility training in the parent interview were not asked of parents of youth who were reported as learning disabled, emotionally disturbed, or speech impaired, with no other additional disabilities in an effort to reduce the burden of the interview and because the service was considered inappropriate to those disabilities. Youth with those disabilities were coded as not receiving the service. If youth with those disabilities actually had received the service, data would underestimate service receipt.

Grade Point Average (Table 36)

Grade point average is calculated on a 4-point scale, with a grade of A assigned 4 points, B assigned 3 points, C assigned 2 points, D assigned 1 point, and failed courses assigned no value. Grades of "pass" or "satisfactory" were coded as equivalent to a "C," "failure" or "unsatisfactory" were coded as equivalent to an "F."Points are summed and divided by the total number of courses, including those failed.

There is some reason to suspect that the grades abstracted from students' records may overestimate grade performance for two reasons. First, not all students received grades. Second, there are potential biases apparent in the reporting of grades for some students who received them. Each source of potential bias is discussed below.

Students Who Did Not Receive Grades--NLTS data reveal that 11% of students with disabilities did not receive grades in any courses in their most recent year in secondary

school. As shown in Table A-1, the receipt of grades is strongly associated with the nature and severity of students' disabilities. For example, more than half of students with low functional mental skills did not receive grades (55%), compared with only 4% of students with high functional mental skills.

Hence, course grades "cream" the special education student population by eliminating students with more severe disabilities and lower functional skills. For example, because the students who received grades were the more capable special education students, we would expect grades to be generally higher and more similar to regular education students than would be the case if all special education students were considered.

Table A-1
STUDENTS WITH DISABILITIES WHO DID NOT RECEIVE COURSE GRADES IN THEIR MOST RECENT SCHOOL YEAR

Student Characteristics	Students Who Did Not Receive Grades %	S.E.	N
Total	10.8	1.0	5591
Primary disability category			
Learning disabled	4.8	1.1	821
Emotionally disturbed	8.7	1.8	502
Speech impaired	4.3	1.5	379
Mentally retarded	24.0	2.0	846
Visually impaired	10.4	2.5	548
Hard of hearing	1.5	1.0	513
Deaf	11.1	2.0	683
Orthopedically impaired	14.9	2.7	458
Other health impaired	9.6	2.6	284
Multiply handicapped	56.1	4.0	491
Deaf/blind	78.1	6.8	66
Functional mental skills*			
Low	54.9	5.3	548
Medium	11.5	1.9	1724
High	3.6	1.0	1962
Student assigned to grade level			
Yes	5.1	.8	4619
No	65.7	3.6	941
Student attended:			
Special school for students with disabilities	54.5	3.9	1529
Regular secondary school	6.9	.8	4052

* Parents rated on a 4-point scale youths' abilities to tell time on a clock with hands, look up telephone numbers and use the phone, count change, and read common signs. Ratings were summed to create a scale ranging from 4 to 16. High ability is defined as a scale value of 15 or 16.

Source: Grade data from students' school records. Functional abilities from parent interviews.

Potential Reporting Bias--For students who were taking a single course for two semesters and received two different grades, data abstractors recruited in schools were instructed to record the grade received in the most recent semester. However, when transcripts were obtained for a subsample of students and compared to grades reported by data abstractors on the record abstract forms, 34% of the 157 cases reviewed showed discrepancies between transcript grades and record abstract grades. The majority of these cases involved abstractors reporting the higher of two grades received for two-semester courses, rather than the most recent grade. Generally only one course per student was involved in a grade discrepancy and the grade change was virtually always only 1 grade point (i.e., a B reported as the higher grade when a C was the most recent grade). This degree of overestimation of the GPA for a given student with 7 graded courses would be .14 (i.e., the difference between a GPA of 3.0 and a GPA of 2.86). If this overestimation affected one-third of the full sample, as it did of the cases validated, it would result in a GPA overestimation of .05 for the full sample. However, because the subsample used for this comparison was small and included students from only four disability groups, it is unknown to what extent this tendency to record the more favorable grade rather than the most recent grade pervades the grade data reported here for the full sample. Further, in a handful of cases, failed courses were not included on the record abstract form because students received no credit for them. Hence, the grade data may paint a somewhat rosier picture of grade performance than students actually achieved; GPAs may actually have been marginally lower and failure rates marginally higher than those reported.

Alterations Made to the Home (Table 38)

The item related to whether alterations had been made to the youth's home to accommodate a disability were asked only of parents of youth who were reported as deaf/blind, visually impaired, orthopedically impaired, other health impaired, or multiply handicapped, as a primary or secondary disability by the school/district or parent. Parents of youth with other disabilities were not asked the item in an effort to reduce the burden of the interview and because such alterations were considered inappropriate to those disabilities. Youth with other disabilities were coded as not having had the alternations. If youth with other disabilities actually had the alterations, data would underestimate their frequency.

Variables Constructed from Multiple Sources

Secondary School Enrollment Status (All Tables)

Because the NLTS focuses on the time when youth move from secondary school into more adult experiences, the status of youth relative to secondary school is critical. The NLTS classifies youth into three categories based on their secondary school enrollment status:

- In secondary school
- Out of secondary school less than 1 year
- Out of secondary school from 1 to 2 years.

Secondary school enrollment status is based on data from two sources: the parent interview and/or school record abstract.

For 26% of youth, secondary school status is based on parent reports alone because no school record abstract was obtained. The parent interview nvolves data from two items:

A10 "Has (NAME) been enrolled in a junior or senior high school (or special school) in the past 12 months?"

A12 Is (NAME) now enrolled, or will she/he be enrolled in the fall in (junior or senior high school/this special) school?"

A youth is coded as in school if the parent responded positively to A12. A youth is coded as out of school less than 1 year if the parent responded positively to A10 but negatively to A12. The youth is coded as out of school from 1 to 2 years if the parent responded negatively to both items.

For 14% of youth, secondary school enrollment status is based on information from school records alone because no parent interview could be completed. The school record abstract reports data from the student's most recent school year. Students whose most recent school year was 1985-86 were coded as out of school 1 to 2 years as of the 1987 interview. Students whose most recent school year was 1986-87 and who were reported as completing the school year by being promoted or not (as opposed to codes indicating the student had left school; e.g., graduated, aged out, suspended, incarcerated) were coded as in secondary school. Those whose most recent school year was 1986-87 but who were reported as graduating, dropping out, aging out, being suspended/expelled or incarcerated/institutionalized, or who had withdrawn, moved, or transferred were coded as out of secondary school less than 1 year.

For 60% of youth, both the parent interview and school record abstracts were available as sources for secondary school enrollment status. Of these youth, parents and school records agreed on the school enrollment status of 4084 youth (82%), with the greatest agreement (97%) apparent for students still enrolled in secondary school. There was agreement in 77% of cases that youth were out of school, but less agreement as to the length of time they had been out of secondary school. The following decision rules were used to resolve discrepancies:

- Parent reports of youth being in secondary school were accepted if 1986-87 school records indicated the youth had withdrawn, moved, dropped out, or been institutionalized or incarcerated, assuming the parent was reporting enrollment in a different program in the summer or fall than had been attended during the previous school year.

- If the parent indicated the youth had left school up to a year earlier, and the school record indicated the student had been enrolled in the 1986-87 school year and completed the school year (whether or not promoted to the next grade level), the parent report of the youth being out of school up to 1 year was accepted, assuming the parent was reporting school completion (i.e., dropping out or graduating) that occurred after the end of the school year.

- If the parent indicated the youth had left school more than 1 year ago, but school records indicated enrollment in the 1986-87 school year, students were coded as out of school up to 1 year.

- If the parent reported the youth was still in school, but a school record indicated the youth had graduated or aged out, or if the youth was beyond secondary school age, the youth was coded as having been out of school, assuming the parent was mistakenly reporting school enrollment at a postsecondary school. If the school record was from 1985-86, the youth was coded as out of school 1 to 2 years; if the record was from 1986-87, the youth was coded as out of school up to 1 year.

- If the parent reported the youth was out of school up to 1 year, and the most recent school record abstract was for 1985-86 and indicated the student completed the school year (whether or not promoted), the parent report was accepted, assuming the student had enrolled in the 1985-86 summer or the 1986-87 school year in a different program and left in 1986-87.

- If the parent reported the student had been out of school 1 to 2 years and the school record from 1985-86 school year indicated the student had completed the year, the parent report was accepted, assuming the student had not returned to school in 1986-87.

Attended Special School for Students with Disabilities (Table 9)

Two sources of data were used to determine whether a student attended a special school serving only students with disabilities: the school record and the Survey of Secondary Special Education Programs.

The survey item asked:

> "Which of the following best describes your school?"
> Response categories included, among others, "School that only serves handicapped or disabled students."

The school record item asked:

> "What are all of the settings in which this student received educational services in the school year indicated on the cover sheet?"
> Response categories included, among others, "special school for the disabled."

Enrollment status for 16% of cases was based on the survey alone, and 6% were based on the abstract alone. For the 76% of cases (N=5742) that had both sources, there was 98% agreement between them. In other cases, the survey was the preferred source. If the survey indicated a special school, the student was coded as attending a special school, regardless of the school record. If the survey indicated the school was not a special school, the student was coded as not attending a special school, even if one of the settings of the student was a special school, assuming that attendance in that setting was secondary to attendance at the primary, regular school.

Took Occupationally-Oriented Vocational Education (Table 17)

The variable indicating whether the youth took occupationally-oriented vocational education uses two sources: the school record and parent interview. The parent interview items include the following:

> "What kinds of job training or help has (NAME) had in the past 12 months? Has he/she had...
> 1 Testing to find out his/her work interests or abilities
> 2 Training in specific job skills, like care repair or food service
> 3 Training in basic skills needed for work, like counting change, telling time, or using transportation to get to work
> 4 Career counseling (like help in figuring out jobs (NAME) might be suited to
> 5 Help in finding a job or learning to look for one."
>
> Who has given (NAME) job training or help in the past 12 months?"
> Response categories included, among others, "youth's junior or senior high school" and "a special secondary school for the disabled."

If a respondent gave a positive response to category 2 of the first item and the only source indicated for the service was a secondary school (special or regular), the student was indicated as having received occupationally- oriented vocational education from the school in the most recent school year.

The school record item involved a listing of courses the student took in the most recent school year. If a vocational course was listed, the following item was asked:

"If the student has taken vocational education classes during the school year indicated on the cover sheet, please indicate the type of vocational education taken."

Responses were coded as follows:

1 Agriculture (e.g., animal and plant science, landscaping/gardening, horticulture/nursery, forestry)
2 Distributive education (e.g., retailing, banking and finance, cashier, hotel/tourism/recreation, marketing and sales, advertising, warehousing, transportation/driver, real estate)
3 Health occupations (e.g., health care, medical and dental assistant, nursing, community and environmental health)
4 Office occupations (e.g., secretarial, clerical, typing, accounting, data processing, computer programming and operations)
5 Technical education (e.g., engineering, architecture, aeronautics)
6 Machine shop, auto and motor repair
7 Construction trades (e.g., carpentry, masonry, plumbing, wood working, metal working, welding)
8 Electrical, electronics, communication, air conditioning
9 Manufacturing, industrial arts
10 Painting, interior design/decorating
11 Graphic and commercial arts, drafting, printing, photography
12 Food services, cook, food server, hostess, dishwasher
13 Personal services, cosmetology, laundry/cleaning
14 Custodial services/janitor
15 Fireman, law enforcement, public service
16 Other (SPECIFY)
17 Career exploration, prevocational skills, work adjustment
18 Sheltered workshop, supported employment
19 Work study/experience, on-the-job training
20 Clothing/textiles
21 Child care, nursery school

If the record indicated a positive response to categories 1 through 15, 20 or 21, the student was counted as having received occupationally-oriented vocational education.

For 16% of cases, the value on this variable was based on the school record alone; for 21% of cases it was based on the parent interview alone. For 63% of cases, both sources were available. There was agreement between sources in 98% of these cases. In the event of discrepancies, a student was coded as having taken occupationally-oriented vocational education if either the school record or the parent interview met the criteria for a positive response.

This variable was used in the construction of a variable indicating whether the student was enrolled in any vocational education in the most recent year. A positive

value for receiving occupationally-oriented vocational education was coded as a positive value for having received any vocational education.

Also, this variable was the basis for variables indicating the number of hours of occupationally-oriented vocational education received and whether that training was in a regular education or special education setting. Only responses based on the school record contributed to these latter two variables, because no indication of placement or amount of the occupationally-oriented training was included in the parent interview.

Support Services Received (Tables 28, 30, 32-35)

The NLTS investigated whether the youth had received the following kinds of support services: speech therapy, personal counseling/therapy, physical therapy/mobility training, help from a tutor/reader/interpreter, and transportation assistance. For each kind of service, three variables were created: whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school. In addition, the total hours of the service received in the previous year was calculated for each service only for cases having a parent interview (school records did not indicate number of hours received).

The two sources of data for items regarding receipt of services were the parent interviews and school records. The parent source involved responses to the following three kinds of questions, which were asked of the majority of respondents about each service:

> "Has (NAME) ever had (kind of service)?"
>
> "Has (NAME) had any of this (kind of service) in the past 12 months?"
>
> "Who has given (NAME) (kind of service) in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

These items were asked for all noninstitutionalized youth regarding speech therapy, personal counseling/therapy, transportation assistance, and help from a tutor/reader/interpreter. (Institutionalized youth were those reported by parents to be living for at least one year in a hospital, mental health, or correctional facility.) Items related to physical therapy/ mobility training were not asked of parents with youth classified as learning disabled, emotionally disturbed, or speech impaired only (no other additional disabilities named by the school/district or parent) because that service was assumed not to pertain to those disabilities (see discussion in previous section). Youth

with these disabilities only were coded as having not received the service ever, in the past year, or from the school, unless the school record abstract indicated otherwise.

For institutionalized youth, the following item was asked:

"Is (NAME) getting any of the following kinds of help at this place (the institution)?" Response categories included, among others:

Speech or language therapy
Personal counseling or therapy
A tutor, reader, or interpreter
Physical therapy or mobility training (e.g., help with walking or wheelchair use
Help in getting or using transportation

A positive response to a service was coded as having received the service ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school.

The school record abstract source involved the following item:

"Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?"

1 Physical therapy
2 Occupational therapy
3 Assistive devices or physical adaptations
4 Mental health services, personal counseling, therapy, or psychiatric care
5 Speech or language therapy
6 Hearing-loss therapy
7 Tutor, reader, or interpreter
8 Special transportation because of disability
9 Adaptive physical education
10 Health services (e.g., catheterization)
11 Testing for disabilities (e.g., psychological assessment, classroom observation
12 Social work services
00 None of the above

Responses were coded into the support services variables as follows:

If response circled:	Coded as received:
5	Speech therapy
4, 12	Personal counseling/therapy
1, 10	Physical therapy/mobility training
7	Tutor/reader/interpreter
8	Transportation assistance

Responses for approximately 16% of cases were based on the school record alone, 25% on the parent interview alone, and 59% on both sources.

In cases having two sources for these variables, the extent of agreement between the sources varied among the services and, for a given service, among the variables, as indicated in Table A-2. Agreement was generally highest for receipt of physical therapy and, for all services, was highest for services received in the previous year and lowest for services received from the school.

Table A-2
EXTENT OF AGREEMENT BETWEEN SOURCES FOR VARIABLES RELATED TO SUPPORT SERVICES RECEIVED BY YOUTH

Service Variables	Number of Cases With Two Sources	Percentage In Agreement
Received speech therapy		
Ever	4801	66
In past year	4741	80
In past year from school	4741	69
Received counseling/therapy		
Ever	4786	68
In past year	4753	80
In past year from school	4753	46
Received help from a tutor/reader/interpreter		
Ever	4769	58
In past year	4737	73
In past year from school	4737	59
Received physical therapy/mobility training		
Ever	4793	80
In past year	4774	88
In past year from school	4774	55
Received transportation assistance		
Ever	4820	55
In past year	4814	71
In past year from school	4814	46

For cases in which both sources of data were available, the following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a support service such as a tutor on an IEP, which would appear then on the record abstract, about which the parent being interviewed might simply have been unaware. Even in the case of the school providing the service, discrepancies are logically possible. For example, the parent might have been aware of a child's consultation with a school counselor and would have reported it as counseling received from the school. Such a service would not have been included on an IEP and would not have appeared on a school record abstract form.

Vocational Services Received (Tables 28, 29)

The NLTS investigated whether the youth had received vocational services, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had training in job skills, career counseling, help in finding a job, or any other vocational education?"
>
> "Has (NAME) had any of this job training or help in the past 12 months?"
>
> "Who has given (NAME) job training or help in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

> "Thinking about the last 12 months, for about how long did (NAME) receive job training from (each source named above)? During this period, about how many hours per day/week/month did the job training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

> "Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "job training or vocational education."

A positive response to this item was coded as receiving vocational services ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of vocational services was coded as "don't know."

The school record abstract source involved the listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was vocational education. If the student was reported as taking any kind of vocational training in the 1985-86 school year, he/she was recorded as "ever" receiving vocational services, but "don't know" regarding receipt in the previous year. Students reported as taking vocational education in the 1986-87 school year were coded as receiving vocational services ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:

18 (number of weeks in a typical school semester)
x hours per week student took the course
x number of semesters taken

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a vocational course about which the parent being interviewed might simply have been unaware.

Occupational Therapy/Life Skills Training Received (Tables 28, 31)

The NLTS investigated whether the youth had received occupational therapy or life skills training, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had any occupational therapy or other instruction in life skills, other than from family members or friends? Life skills instruction might include learning to manage money or learning cooking or housekeeping skills. Occupational therapy might include help in learning feeding, dressing, toileting, or grooming."
>
> "Has (NAME) had any occupational therapy or life skills training, other than from family members or friends, in the past 12 months?"
>
> "Who has given (NAME) occupational therapy or life skills training in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."
>
> "Thinking about the last 12 months, for about how long did (NAME) receive occupational therapy or life skills training from (each source named above)? During this period, about how many hours per day/week/month did the occupational therapy or life skills training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

> "Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "occupational therapy or life skills training (e.g., feeding, dressing, money management)."

A positive response to this item was coded as receiving the service/training ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of training/service was coded as "don't know."

The school record abstract source involved two items:

> The listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was home economics and life skills training. If the student was reported as taking this kind of course in the 1985-86 school year, he/she was recorded as "ever" receiving the training/service, but "don't know" regarding receipt in the previous year. Students reported as taking such courses in the 1986-87 school year were coded as receiving training/service ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:
>
> 18 (number of weeks in a typical school semester)
> x hours per week student took the course
> x number of semesters taken.
>
> "Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?" Response categories included, among others, "occupational therapy."

If a positive response was given to the second item only, the student was coded as receiving the training/service ever, in the past year, and in the past year from the school. He/she was coded "don't know" for the hours of service received.

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a course about which the parent being interviewed might simply have been unaware.

School Completion Status (Table 37)

There are 3053 youth who are considered out of school and for whom the mode of school leaving, referred to as school completion status, is known. The school completion status variable has four categories:

- Graduated
- Dropped out
- Aged out
- Suspended/expelled

An exiter's completion status was derived from two possible sources: the parent interview and/or the school record abstract. The parent interview source involved asking the following item of parents who said youth were no longer in secondary school:

> "Did (NAME) graduate, voluntarily leave school, was (he/she) suspended or expelled or is (he/she) older than the school age limit?"

The school record abstract item asked:

> "What was this student's status at the end of the school year?" Possible responses included:
>
> - Graduated
> - Exceeded the school age limit
> - Completed the school year and promoted to the next grade level
> - Completed the school year but not promoted to the next grade level
> - Dropped out
> - Permanently expelled
> - Transferred/moved to another school
> - Incarcerated
> - Institutionalized due to handicap
> - Other (specify)
> - Don't know.

For 30% of cases, school completion status was based on the parent interview alone. For 16% of cases, values were based on the school record abstract alone; the school abstract response was used by collapsing responses into the 4 completion status categories as follows:

School Completion Status	Record Abstract Response
Graduated	Graduated
Aged Out	Exceeded the school age limit
Dropped out/left	Dropped out
	Withdrew
	Institutionalized
	Incarcerated
	Other
Suspended/expelled	Permanently expelled

For the 55% of cases in which both the parent interview and the school record abstract were available, there was agreement between the two sources on the youth's completion status for 78% of cases. For the remaining 22% of cases (351), the following discrepancies were noted and resolutions made:

- In cases in which the school reported the youth transferred, moved, or withdrew, the parent report was the basis for categorization because the parent would have known the final status of the youth after a move, transfer, or withdrawal from a given school.

- Schools were considered the best source of information when there was a discrepancy involving whether the youth graduated vs. aged out resulting from different interpretations of what constituted graduation vs. receipt of special diplomas for attendance.

- The parent was considered the best source of information in cases in which the school indicated the youth had completed the school year (whether or not promoted), but the parent reported a more final disposition that could have occurred, for example, because of school work done in the summer (i.e., resulting in graduation) or because of decisions made in the summer not to return in the fall (i.e., dropping out). Similarly, parents' reports of graduation were accepted when the school reported the youth dropped out or was suspended because further school work in the summer could have resulted in graduation by the time of the interview. Parent reports of a more final status (e.g., dropping out) also were accepted when the school reported what was considered an intermediate status, such as incarceration or institutionalization.

- Youth were categorized as dropouts, based on the school report, when the parent contended the youth exceeded the age limit but the youth was not old enough to have done so, or if the parent reported the youth had been suspended.

Appendix B

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH SPEECH IMPAIRMENTS

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	81.1	82.0	81.1	84.9	80.7	81.7	97.3	82.9	36.9	97.7	31.8	20.8
	(2.8)	(4.5)	(4.8)	(5.1)	(3.6)	(4.4)	(1.8)	(4.7)	(5.8)	(1.3)	(7.2)	(7.6)
Number of respondents	430	165	134	93	261	169	141	136	153	262	97	71
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	54.3	45.3	48.3	65.3	57.0	50.2	49.0	54.0	69.2	52.5	56.7	67.0
	(3.6)	(5.9)	(6.2)	(6.8)	(4.5)	(5.8)	(5.6)	(6.3)	(5.7)	(4.3)	(7.8)	(9.4)
Number of respondents	418	161	132	93	255	163	141	134	143	262	93	63
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**												
Seventh grade	16.7	12.8	20.1	14.2	15.8	18.4	24.9	8.4	10.7	17.6	15.7	7.1
	(2.5)	(3.8)	(4.5)	(4.3)	(3.1)	(4.2)	(4.5)	(3.0)	(3.9)	(3.0)	(5.1)	(5.5)
Eighth grade	25.8	13.9	22.5	36.9	24.9	27.4	33.1	16.3	24.5	25.5	27.8	22.3
	(3.0)	(3.9)	(4.7)	(5.9)	(3.7)	(4.9)	(4.9)	(4.0)	(5.4)	(3.5)	(6.3)	(9.0)
Ninth grade	81.8	82.1	72.9	90.9	82.6	80.4	84.7	79.7	78.2	81.7	80.7	82.8
	(2.6)	(4.3)	(5.0)	(3.5)	(3.3)	(4.3)	(3.7)	(4.4)	(5.2)	(3.1)	(5.6)	(8.1)
Tenth grade	87.0	88.6	77.8	95.3	85.6	89.0	80.5	92.7	93.7	85.6	89.9	92.1
	(2.3)	(3.6)	(4.7)	(2.6)	(3.0)	(3.4)	(4.1)	(2.8)	(3.1)	(2.8)	(4.2)	(5.8)
Eleventh grade	86.7	87.8	77.8	95.3	85.6	88.4	80.5	92.0	93.7	85.3	89.9	92.1
	(2.3)	(3.7)	(4.7)	(2.6)	(3.0)	(3.5)	(4.1)	(3.0)	(3.1)	(2.8)	(4.2)	(5.8)
Twelfth grade	86.7	87.8	77.8	95.3	85.6	88.4	80.5	92.0	93.7	85.3	89.9	92.1
	(2.3)	(3.7)	(4.7)	(2.6)	(3.0)	(3.5)	(4.1)	(3.0)	(3.1)	(2.8)	(4.2)	(5.8)
Ungraded	38.4	34.4	33.4	45.7	38.9	38.0	37.1	41.4	35.6	38.9	40.3	26.9
	(3.3)	(5.3)	(5.3)	(6.1)	(4.2)	(5.3)	(5.0)	(5.4)	(6.0)	(3.9)	(6.9)	(9.5)
Number of respondents	477	178	163	129	289	185	162	176	139	302	116	54

* Source: Parent interviews.
** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 18: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH SPEECH IMPAIRMENTS

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	81.3	88.4	75.5	85.9	78.0	89.0	79.0	88.1	77.5
	(5.6)	(4.1)	(4.7)	(4.8)	(3.9)	(6.3)	(4.7)	(4.3)	(5.4)
Number of respondents	98	125	174	115	243	52	163	124	134
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	55.4	65.5	40.8	48.4	57.5	55.0	58.8	64.2	36.3
	(7.3)	(6.3)	(5.5)	(7.1)	(4.8)	(10.0)	(5.7)	(6.4)	(6.3)
Number of respondents	96	120	172	110	237	52	157	123	132
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**									
Seventh grade	11.6	21.3	21.0	19.4	16.4	15.1	19.5	17.8	15.3
	(5.0)	(5.7)	(4.7)	(5.9)	(3.6)	(6.9)	(4.9)	(5.4)	(5.0)
Eighth grade	16.1	32.2	22.9	29.2	25.0	15.1	27.8	23.3	18.1
	(5.7)	(6.5)	(4.9)	(6.7)	(4.2)	(6.9)	(5.5)	(6.0)	(5.3)
Ninth grade	71.7	84.3	83.9	72.7	82.9	83.4	77.5	79.1	84.7
	(7.0)	(5.1)	(4.3)	(6.6)	(3.7)	(7.2)	(5.1)	(5.8)	(5.0)
Tenth grade	84.8	80.8	89.6	82.8	87.9	86.3	80.1	86.1	93.2
	(5.5)	(5.5)	(3.6)	(5.6)	(3.2)	(6.6)	(4.9)	(4.9)	(3.5)
Eleventh grade	84.8	80.8	89.6	81.6	87.9	86.3	80.1	86.1	93.2
	(5.5)	(5.5)	(3.6)	(5.7)	(3.2)	(6.6)	(4.9)	(4.9)	(3.5)
Twelfth grade	84.8	80.8	89.6	81.6	87.9	86.3	80.1	86.1	93.2
	(5.5)	(5.5)	(3.6)	(5.7)	(3.2)	(6.6)	(4.9)	(4.9)	(3.5)
Ungraded	35.5	37.6	34.5	30.1	40.6	40.0	39.7	31.7	38.5
	(7.4)	(6.8)	(5.5)	(6.8)	(4.8)	(9.4)	(6.0)	(6.6)	(6.7)
Number of respondents	86	106	157	100	233	57	142	110	117

* Source: Parent interviews.
** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH SPEECH IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 12: Percentage of youth in schools that served learning handicapped students	99.5	100	98.4	100	99.3	99.8	100	98.9	99.2	99.3	99.8	100
	(0.5)	(0.0)	(1.5)	(0.0)	(0.8)	(0.6)	(0.0)	(1.2)	(1.2)	(0.7)	(0.7)	(0.0)
Number of respondents	409	152	136	118	248	160	134	153	122	257	100	48
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	87.7	85.1	78.6	98.9	85.3	91.3	80.6	94.2	93.6	85.8	90.7	99.0
	(2.4)	(4.4)	(5.0)	(1.3)	(3.3)	(3.3)	(4.5)	(2.7)	(3.3)	(3.0)	(4.5)	(2.3)
Number of respondents	408	149	139	117	248	159	134	155	119	258	98	48
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	63.7	63.1	62.6	65.4	62.7	65.1	58.1	72.8	59.7	61.9	73.3	62.5
	(3.5)	(5.9)	(6.0)	(6.1)	(4.5)	(5.6)	(5.7)	(5.2)	(6.6)	(4.3)	(6.7)	(11.0)
Number of respondents	404	152	132	117	245	158	130	153	121	252	100	48
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	96.0	99.3	90.5	98.4	97.3	94.1	96.3	97.2	92.5	97.0	94.6	88.8
	(1.4)	(1.0)	(3.6)	(1.6)	(1.5)	(2.8)	(2.2)	(1.9)	(3.6)	(1.5)	(3.5)	(7.1)
Number of respondents	410	151	138	118	249	160	133	156	121	260	97	49

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH SPEECH IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 12: Percentage of youth in schools that served learning handicapped students	98.4	99.8	99.7	100	98.9	100	100	98.0	99.7
	(2.1)	(0.8)	(0.7)	(0.0)	(1.1)	(0.0)	(0.0)	(2.2)	(0.9)
Number of respondents	73	83	142	83	198	47	117	95	102
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	87.4	82.3	90.1	80.9	89.2	91.1	85.1	83.4	93.6
	(5.4)	(6.1)	(3.7)	(6.4)	(3.3)	(6.0)	(4.8)	(5.6)	(3.7)
Number of respondents	78	82	138	82	199	47	116	97	100
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	59.3	66.0	61.2	63.6	58.8	82.1	65.0	51.6	71.1
	(8.0)	(7.6)	(6.0)	(7.9)	(5.2)	(8.1)	(6.5)	(7.6)	(6.8)
Number of respondents	77	81	140	81	200	47	115	97	101
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	96.0	98.5	91.2	96.9	95.8	95.0	96.3	99.1	90.3
	(3.3)	(2.0)	(3.5)	(2.8)	(2.1)	(4.7)	(2.6)	(1.4)	(4.5)
Number of respondents	74	83	140	81	200	46	117	95	99

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH SPEECH IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 18: Percentage in schools that reported having students in need of:												
Speech/language therapy	98.3	99.6	99.8	96.1	98.6	98.0	98.2	97.8	100	98.5	97.0	100
	(0.9)	(0.8)	(0.6)	(2.5)	(1.1)	(1.6)	(1.5)	(1.7)	(0.0)	(1.1)	(2.6)	(0.0)
Physical therapy	69.1	75.4	79.0	54.7	70.1	67.5	73.7	66.6	61.2	70.5	63.0	67.9
	(3.5)	(5.4)	(5.1)	(6.5)	(4.4)	(5.7)	(5.1)	(5.7)	(6.8)	(4.1)	(7.5)	(10.5)
Occupational therapy	75.3	81.1	80.7	65.6	71.6	80.6	76.6	72.2	78.5	73.9	76.2	83.4
	(3.2)	(4.9)	(4.9)	(6.2)	(4.3)	(4.8)	(4.9)	(5.4)	(5.7)	(3.9)	(6.6)	(8.4)
Hearing-loss therapy	68.4	76.9	78.4	52.6	70.8	64.7	69.9	69.9	60.9	68.8	66.8	67.6
	(3.5)	(5.4)	(5.3)	(6.6)	(4.4)	(5.9)	(5.5)	(5.5)	(7.1)	(4.2)	(7.5)	(10.9)
Psychotherapy/counseling	93.4	94.6	91.3	94.5	94.0	92.4	91.7	96.2	91.8	92.7	92.9	99.8
	(1.9)	(2.9)	(3.5)	(3.0)	(2.3)	(3.2)	(3.3)	(2.3)	(3.8)	(2.4)	(3.9)	(1.0)
Medical services	81.8	88.2	69.5	87.5	84.4	77.8	82.9	80.4	81.7	81.7	80.4	85.8
	(3.0)	(4.0)	(6.0)	(4.6)	(3.6)	(5.2)	(4.6)	(4.8)	(5.6)	(3.6)	(6.5)	(7.8)
Adaptive physical education	86.0	95.2	89.9	74.0	89.3	80.9	88.7	88.1	74.6	87.8	81.3	79.0
	(2.6)	(2.6)	(3.7)	(5.8)	(2.9)	(4.7)	(3.7)	(3.8)	(5.9)	(2.9)	(5.9)	(9.1)
Social work services	94.7	94.7	91.4	97.6	95.4	93.6	93.0	96.4	95.3	94.7	92.0	99.9
	(1.7)	(2.9)	(3.6)	(2.0)	(2.0)	(3.0)	(3.1)	(2.2)	(3.0)	(2.0)	(4.3)	(0.8)
Special transportation	91.8	98.1	91.6	86.7	91.7	91.9	90.1	92.3	95.2	90.9	91.2	99.9
	(2.0)	(1.7)	(3.4)	(4.4)	(2.6)	(3.3)	(3.5)	(3.2)	(2.9)	(2.5)	(4.3)	(0.8)
Human aides or tutors	96.2	97.6	92.7	98.3	97.0	94.9	93.8	98.2	98.4	94.9	99.5	100
	(1.4)	(1.9)	(3.2)	(1.7)	(1.6)	(2.6)	(2.8)	(1.6)	(1.7)	(1.9)	(1.0)	(0.0)
Physical aids	76.6	81.6	74.0	74.9	75.8	77.7	78.0	73.0	80.9	78.8	65.9	79.1
	(3.3)	(5.1)	(5.6)	(5.9)	(4.2)	(5.2)	(5.0)	(5.4)	(5.7)	(3.8)	(7.6)	(9.6)
None of these	100	100	100	100	100	100	100	100	100	100	100	100
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	366	132	120	99	223	142	116	143	104	225	87	45
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	91.3	90.8	86.1	96.7	91.1	91.5	87.7	96.2	90.8	89.7	94.3	99.1
	(2.1)	(3.7)	(4.2)	(2.3)	(2.7)	(3.3)	(3.8)	(2.3)	(4.0)	(2.6)	(3.7)	(2.2)
Number of respondents	400	140	140	118	244	155	133	151	116	255	92	49

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH SPEECH IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 18: Percentage in schools that reported having students in need of:									
Speech/language therapy	96.5	100	97.2	99.4	97.4	100	99.0	97.0	96.8
	(3.0)	(0.0)	(2.0)	(1.2)	(1.7)	(0.0)	(1.3)	(2.6)	(2.6)
Physical therapy	66.6	70.9	68.3	56.7	67.9	90.0	76.1	67.0	62.9
	(8.0)	(7.5)	(6.0)	(8.3)	(5.1)	(6.6)	(6.0)	(7.4)	(7.5)
Occupational therapy	74.8	68.8	73.4	65.1	73.1	85.2	78.6	69.6	68.9
	(7.4)	(7.6)	(5.7)	(8.0)	(4.8)	(7.8)	(5.8)	(7.2)	(7.2)
Hearing-loss therapy	59.9	72.6	70.7	57.1	69.6	88.3	69.7	66.9	68.2
	(8.6)	(7.4)	(5.8)	(8.5)	(5.0)	(7.5)	(6.6)	(7.4)	(7.4)
Psychotherapy/counseling	89.9	90.5	96.6	88.6	94.7	97.7	93.2	90.4	93.4
	(5.1)	(4.8)	(2.3)	(5.3)	(2.4)	(3.3)	(3.5)	(4.6)	(3.9)
Medical services	86.1	77.7	73.2	79.7	78.3	91.9	81.3	84.2	70.6
	(6.2)	(7.1)	(5.7)	(6.9)	(4.6)	(6.3)	(5.8)	(5.8)	(7.2)
Adaptive physical education	83.7	86.7	88.9	81.3	88.9	93.9	85.3	92.9	83.1
	(6.2)	(5.5)	(3.9)	(6.5)	(3.3)	(5.4)	(4.9)	(4.0)	(5.7)
Social work services	93.3	95.4	91.8	91.8	95.2	95.1	92.1	96.2	92.5
	(4.4)	(3.4)	(3.5)	(4.7)	(2.3)	(4.6)	(3.9)	(3.0)	(4.1)
Special transportation	91.3	89.2	91.8	86.4	89.3	99.0	91.4	88.4	93.5
	(4.8)	(5.0)	(3.5)	(5.7)	(3.3)	(2.1)	(3.9)	(4.9)	(3.8)
Human aides or tutors	95.9	94.6	94.0	90.6	98.1	97.7	95.2	96.1	93.8
	(3.4)	(3.7)	(3.0)	(4.9)	(1.5)	(3.3)	(3.0)	(3.0)	(3.7)
Physical aids	79.1	69.5	72.3	70.6	77.1	74.0	75.9	70.6	70.7
	(7.3)	(7.8)	(5.7)	(8.0)	(4.6)	(10.2)	(6.2)	(7.2)	(7.3)
None of these	100	100	100	100	100	100	100	100	100
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	63	71	126	72	176	39	97	87	88
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	87.8	90.9	91.0	83.8	92.9	92.6	89.4	88.9	92.0
	(5.4)	(4.7)	(3.6)	(6.1)	(2.7)	(5.7)	(4.2)	(4.9)	(4.1)
Number of respondents	75	79	135	80	193	45	114	93	96

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 26: Percentage in schools with life skills programs that served students who were:*												
Mildly learning handicapped	82.2	85.1	73.7	88.2	80.4	84.9	80.2	84.2	83.8	82.1	80.0	88.7
	(2.8)	(4.4)	(5.3)	(4.1)	(3.7)	(4.2)	(4.5)	(4.3)	(4.9)	(3.3)	(6.0)	(7.1)
Severely impaired	41.4	45.5	24.4	53.8	43.3	38.5	46.3	36.2	38.6	43.4	34.9	40.2
	(3.6)	(6.1)	(5.2)	(6.3)	(4.6)	(5.7)	(5.7)	(5.6)	(6.5)	(4.3)	(7.2)	(11.0)
Sensorily or physically impaired	44.0	54.6	38.8	40.8	43.0	45.3	48.1	37.0	47.3	42.0	43.7	59.7
	(3.6)	(6.1)	(5.9)	(6.2)	(4.6)	(5.8)	(5.7)	(5.6)	(6.7)	(4.3)	(7.4)	(11.0)
Number of respondents	414	150	141	120	251	162	136	154	124	258	102	50
Table 36: Percentage of youth that had:**												
Any graded classes	94.0	95.3	95.1	93.0	95.1	92.1	91.7	96.1	95.4	92.8	97.2	97.6
	(1.8)	(2.8)	(2.7)	(3.4)	(2.1)	(3.2)	(3.2)	(2.3)	(3.1)	(2.3)	(2.7)	(3.4)
Graded regular education classes	86.4	84.6	86.7	90.4	89.2	82.3	84.2	89.9	84.4	85.4	88.6	89.3
	(2.6)	(4.8)	(4.3)	(4.0)	(3.0)	(4.6)	(4.2)	(3.5)	(5.4)	(3.1)	(5.2)	(6.9)
Graded special education classes	41.2	49.1	45.6	29.9	44.5	36.8	36.6	41.4	55.2	41.2	36.9	53.3
	(3.7)	(6.7)	(6.3)	(6.2)	(4.8)	(5.8)	(5.6)	(5.8)	(7.4)	(4.4)	(7.9)	(11.2)
Number of respondents	385	127	129	106	227	155	130	154	101	244	85	50
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	64.1	66.2	66.5	61.1	63.5	65.7	51.7	73.5	75.2	59.4	77.8	76.9
	(3.8)	(6.5)	(6.8)	(6.5)	(4.9)	(6.1)	(6.4)	(5.4)	(6.5)	(4.8)	(6.9)	(9.2)
Number of respondents	344	118	99	108	205	136	106	139	99	204	83	52
Tables 28, 37, 40 and 41: Percentage of youth who were:***												
In secondary school	73.3	72.4	77.1	75.6	71.6	75.9	93.7	72.3	20.7	100	0.0	0.0
	(2.7)	(4.8)	(4.6)	(5.2)	(3.5)	(4.2)	(2.3)	(4.7)	(4.3)	(0.0)	(0.0)	(0.0)
Out of secondary school a year or less	15.7	18.9	14.3	15.5	17.3	13.4	4.3	23.7	31.8	0.0	100	0.0
	(2.2)	(4.2)	(3.9)	(4.4)	(3.0)	(3.4)	(2.0)	(4.4)	(5.0)	(0.0)	(0.0)	(0.0)
Out of secondary school 1-2 years	11.0	8.7	8.6	8.9	11.2	10.6	2.0	4.0	47.5	0.0	0.0	100
	(1.9)	(3.0)	(3.1)	(3.4)	(2.5)	(3.1)	(1.3)	(2.0)	(5.3)	(0.0)	(0.0)	(0.0)
Number of respondents	576	199	169	133	350	225	189	193	194	339	129	108

* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH SPEECH IMPAIRMENTS (Concluded)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	$12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 26: Percentage in schools with life skills programs that served students who were:*									
Mildly learning handicapped	78.4	83.0	75.0	78.8	79.0	88.7	74.1	84.7	81.5
	(6.7)	(5.9)	(5.3)	(6.6)	(4.3)	(6.7)	(5.9)	(5.4)	(5.9)
Severely impaired	46.2	40.3	31.6	40.6	44.0	29.1	37.2	53.0	30.2
	(8.1)	(7.7)	(5.7)	(7.9)	(5.2)	(9.6)	(6.5)	(7.5)	(7.0)
Sensorily or physically impaired	38.4	43.6	42.1	28.1	45.3	54.2	42.6	39.3	43.0
	(7.9)	(7.8)	(6.1)	(7.3)	(5.2)	(10.5)	(6.6)	(7.4)	(7.5)
Number of respondents	77	84	139	84	200	47	119	98	98
Table 36: Percentage of youth that had:**									
Any graded classes	91.6	90.8	97.8	90.1	98.2	82.0	91.6	96.1	94.3
	(4.7)	(4.8)	(1.9)	(5.3)	(1.5)	(8.8)	(3.9)	(3.1)	(3.7)
Graded regular education classes	83.2	76.3	94.8	79.2	92.2	71.2	85.3	87.7	82.7
	(8.4)	(7.0)	(2.9)	(7.2)	(2.9)	(10.4)	(4.9)	(5.3)	(6.1)
Graded special education classes	43.2	45.4	36.3	42.2	40.2	46.1	45.6	35.7	42.7
	(8.4)	(8.2)	(6.3)	(8.7)	(5.4)	(11.4)	(7.0)	(7.7)	(7.9)
Number of respondents	71	76	123	70	184	40	110	87	87
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	50.4	67.4	73.8	63.1	67.1	59.0	58.8	66.5	69.0
	(9.5)	(8.1)	(6.2)	(9.1)	(5.6)	(11.1)	(7.6)	(7.8)	(8.0)
Number of respondents	57	70	105	61	155	41	89	81	76
Tables 28, 37, 40 and 41: Percentage of youth who were:***									
In secondary school	76.9	78.0	76.0	75.9	76.0	84.3	74.1	83.3	74.4
	(5.6)	(5.1)	(4.7)	(5.3)	(3.9)	(6.7)	(4.7)	(4.9)	(5.6)
Out of secondary school a year or less	11.6	15.0	13.0	12.6	16.4	8.1	14.8	9.8	14.4
	(4.3)	(4.4)	(3.7)	(4.1)	(3.4)	(5.0)	(3.8)	(3.9)	(4.5)
Out of secondary school 1-2 years	11.5	7.0	10.9	11.5	7.6	7.6	11.1	7.0	11.2
	(4.2)	(3.2)	(3.4)	(3.9)	(2.4)	(4.9)	(3.3)	(3.3)	(4.1)
Number of respondents	116	135	178	143	263	63	189	130	135

* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

SRI International
333 Ravenswood Avenue
Menlo Park, California 94025-3493
(415) 326-6200
TWX: 910-373-2046
Telex: 334486
FAX: (415) 326-5512

Printed in U.S.A.

M • V4 • 968 • 30 • 525 • 9009

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991